DOCUMENT RESUME

ED 279 117 EC 191 738

AUTHOR	Decoteau, J. Patrick, Comp.; And Others
TITLE	Handbook for Project Directors: 1985-86.
INSTITUTION	Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	86
CONTRACT	300-85-0160
NOTE	139p.; For related documents, see EC 191 736-746.
PUB TYPE	Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Career Education; Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Services; *Federal Aid; Federal Programs; *Grants; Models; Postsecondary Education; Relevance (Education); Secondary Education; *Transitional Programs; *Vocational Adjustment; Vocational Rehabilitation; Vocational Training Centers

ABSTRACT

This handbooks describes 111 federally funded programs for helping disabled youth make the transition from school to successful employment. The programs are categorized into the following groups: (1) Handicapped Children's Model Programs: Youth Employment Projects; (2) Handicapped Children's Model Demonstration Program: Post-Secondary Projects; (3) Post-Secondary Educational Programs for Handicapped Persons--Demonstrations; (4) Rehabilitation Services--Special Project; (5) Secondary Education and Transitional Services for Handicapped Youth--Service Demonstration Projects; (6) Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services; (7) Secondary Educational and Transitional Services for Handicapped Youth: Transitional Strategies and Techniques; and (8) Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services. Each program description includes information on: competition number; title of project; sponsoring agency; grant number; contact person; impact (number of students); federal award; project duration; date of implementation; purpose of project; technical methods; and anticipated outcomes. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED279117

Handbook for Project Directors

1985-86

TRANSITION
INSTITUTE
AT ILLINOIS

EC 191 738

BEST COPY AVAILABLE

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

Project Officer: Dr. Mel Appell

For more information on the Transition Institute at Illinois, please contact:

Dr. Frank R. Rusch, *Director*
College of Education
University of Illinois
110 Education Building
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-2325

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Handbook
for
Project Directors

1985 - 86

Compiled by

J. Patrick Decoteau
Lynda G. Leach
Adrienne S. Harmon

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Frank R. Rusch
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC191738

CONTENTS

Page

84.023D Handicapped Children's Model Programs: Youth Employment Projects 1

84.023G Handicapped Children's Model Demonstration Program: Post-Secondary Projects 14

84.078B Post-Secondary Educational Programs for Handicapped Persons - Demonstrations 35

84.078C Post-Secondary Educational Programs for Handicapped Persons - Demonstrations 51

84.128A Rehabilitation Services - Special Project 66

84.158A Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Projects . . 75

84.158B Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services 92

84.158C Secondary Educational and Transitional Services for Handicapped Youth: Transitional Strategies and Techniques 107

85.158C Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services 116

84.023D Handicapped Children's Model Programs: Youth Employment Projects

ARIZONA

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "Education to Industry"

3. SPONSORING AGENCY: Southwest Business Industry & Rehabilitation Association

4. GRANT NUMBER: G008430006

5. CONTACT PERSON:
Fred Tenney
Director
Southwest Business, Industry &
Rehabilitation Association
4410 N. Saddlebag Trail
Scottsdale, AZ 85251
(602)949-0135

6. IMPACT (Number of Students): 350

7. FEDERAL AWARD: $99,915

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To develop, test, and refine a model designed to link secondary handicapped youth with community training resources, and to jobs in competitive or non-traditional employment.

11. TECHNICAL METHODS:

A. A Clearinghouse designed to help students make transitions between training, education, and employment.
B. An assessment of unmet needs of handicapped students.

12. ANTICIPATED OUTCOMES:

A. Familiarize 200 recent graduates with training/education and employment resources
B. Provide clearinghouse services to 150 students
C. Publish a Needs Assessment of service gaps
D. Refer 80% of participants determined to be employable
E. Secure employment for 60% of project participants
F. Present recommendations for curriculum modification to direct service personnel
G. Publish a Model Handbook

IDAHO

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "Handicapped Children's Model Demonstration Project"

3. SPONSORING AGENCY: University of Idaho

4. GRANT NUMBER: G008430013

5. CONTACT PERSON: Diane Baumgart, Ph.D.
Assistant Professor
Department of Special Education
College of Education
University of Idaho
Moscow, ID 83843
(208)885-6159

6. IMPACT (Number of Students): 131

7. FEDERAL AWARD: $128,199

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 07/01/84

10. PURPOSE:

To implement a model designed to ameliorate the unemployment problem of handicapped youth 16-21 by (1) facilitating the transition from secondary to postsecondary community programs offering training/education options and ultimately, to employment, and (2) collecting and assimilating needs of handicapped youth based on assessment of competencies upon program entry and termination.

11. TECHNICAL METHODS:

Model components will include: (1) a clearinghouse designed to help in transition of students referred by special educators to community training/education/employment resources. (2) Assessment of the unmet needs and service gaps for those handicapped youth for whom no services are available; and (3) an enclave in industry to employ 6-8 severely handicapped youth on site in industry with staff supervision.

12. ANTICIPATED OUTCOMES:

Replication materials, including handbook, placement preparation training for the disabled curriculum, management information software package, and non-traditional employment opportunities guidebook.

MASSACHUSETTS

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "Transition Model for Multiply/Severely Handicapped Young Adults"

3. SPONSORING AGENCY: Boston College Campus School of Multihandicapped Children

4. GRANT NUMBER: G008430011

5. CONTACT PERSON:
   J. Edward Carter, M.Ed.
   Coordinator of Research and Grants
   Boston College Campus School
   Roberts Center, Room 213
   Chestnut Hill, MA 02167
   (617)552-3463

6. IMPACT (Number of Students): 300

7. FEDERAL AWARD: $118,848

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

    To design, implement, and validate a no-cost model for the transitioning of severely multihandicapped youth (ages 18-22) into appropriate adult training programs and services.

11. TECHNICAL METHODS:

    Project activities will be conducted with students, parents, advocates, and school staff at three different school sites. Using existing school and agency resources, the project will: (1) identify 75 severely multihandicapped students in need of post-school placements; (2) identify funding sources and post-school programs to meet the needs of each student; (3) train professional school staff, parents, and advocates to understand and deal with relevant agencies and programs; (4) compile and disseminate training manuals and other documentation for project replication.

12. ANTICIPATED OUTCOMES:

    Transition model for training parents/advocates; transition model for training education professionals; transition model for training adult agency personnel.

MINNESOTA

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "A Model to Provide Secondary Vocational Preparation of 18 to 21 Year Old Special Needs Youth"

3. SPONSORING AGENCY: Hennepin Technical Centers

4. GRANT NUMBER: G008430009

5. CONTACT PERSON: Vince Svaldi, M.A.
West Metro Education Center
1001 Highway 7
Hopkins, MN 55343
(612)933-9339

6. IMPACT (Number of Students): 544

7. FEDERAL AWARD: $80,700

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 03/02/84

10. PURPOSE:

To develop and implement a model of a totally integrated system for enhancing the role of a school district in (a) increasing the employability of handicapped individuals, and (b) facilitating the transition of handicapped persons from school to employment.

11. TECHNICAL METHODS:

During year 1 in this three year project, 100 students (ages 18-21) enrolled in special classes for EMR and LD from 13 school districts, as well as 50 TMR students enrolled at a technical center, will receive intervention services at an area vocational-technical institute in three major areas: career assessment; counseling, classroom instruction, and transition from school to work. Supplemental services and parent/family participation are additional features of the program. The Vocational Education, Community Transition, and Occupational Relations (VECTOR) model will be used, which emphasizes vocational training coupled with assessment activities and individually designed job-training components. Work experience coordinators will work with area industries in job development activities, and vocational instructors will participate in curriculum modification to individualize training modules in light of each student's IEP.

12. ANTICIPATED OUTCOMES:

Summary Report and project description.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "Facilitating Employment of Hearing Impaired Students Thru Employer Group Consortium"

3. SPONSORING AGENCY:

4. GRANT NUMBER: G008430083

5. CONTACT PERSON:
Alan Lerman, Ph.D.
Director of TREE Division
Lexington Center, Inc.
30th Ave. and 75th Street
Jackson Heights, NY 11370
(718)899-8800 Ext. 230

6. IMPACT (Number of Students): 100

7. FEDERAL AWARD: $108,363

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

To explicate a conceptual model and then design, develop, implement, evaluate, revise and replicate an exemplary program of prevocational assessment, vocational preparation, placement, and follow-up directed to the needs of the severely and multiply handicapped, hearing impaired young adult in metropolitan New York.

11. TECHNICAL METHODS:

The three-year project will consist of the following components: (1) assess and analyze employment needs within the banking industry and match them to the employment potential of hearing impaired students currently enrolled in the Secondary Individualized Learning Center (SILC) at the Lexington School for the Deaf; (2) determine the in-school instructional support needs of students and attempt to match them to the specific vocational capabilities of the vocational education staff within the school; (3) determine available facilities and resources within the school and at potential employment sites; (4) explicate a conceptual model from which an instructional program will be developed; (5) implement and evaluate the program at the Lexington School for the Deaf (prevocational instruction, on-the-job training, in-school follow-up); (6) disseminate results and project information.

12. ANTICIPATED OUTCOMES:
Journal articles, curricula, and instructional materials.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "Group Tutoring Work Program"

3. SPONSORING AGENCY: Rochester City School District

4. GRANT NUMBER: G008430005

5. CONTACT PERSON: Donna Phillips
Director of Occupational Education
Rochester City School District
131 W. Broad St.
Rochester, NY 14608
(716)325-4560 Ext. 2325

6. IMPACT (Number of Students): 75

7. FEDERAL AWARD: $118,179

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To provide career education, occupational information, job placement, and on-the-job monitoring of performance for 75 handicapped youth (ages 15-21) enrolled in the Rochester (NY) City School District's Alternative High School Program.

11. TECHNICAL METHODS:

A career and job skills development program will be added to the locally-funded academic program at the Alternative High School. Activities will include: (1) providing students with career readiness skills using a research based teaching model;
(2) securing voluntary cooperation from community employers to provide meaningful work experience for targeted students;
(3) Monitoring participation employability skill development at job sites; (4) developing and expanding paid work opportunities in the community for participants; (5) preparing participants for entry into the local labor market and providing them with skills for moving up a career ladder.

12. ANTICIPATED OUTCOMES:

Project handbook, including information on replication; video teacher training needs.

OREGON

ABSTRACT

1. COMPETITION NUMBER: 84.023D
2. TITLE: "Employability Support Network of Disabled Youth"
3. SPONSORING AGENCY: Oregon Health Sciences University
4. GRANT NUMBER: G008430007
5. CONTACT PERSON: Robin Stephens, M.S.
Project Director
Crippled Children's Division
Oregon Health Sciences University
P.O. Box 574
Portland, OR 97207
(503)225-8313
6. IMPACT (Number of Students): 72
7. FEDERAL AWARD: $85,220
8. PROJECT DURATION (mos): 12
9. DATE OF IMPLEMENTATION: 09/01/84
10. PURPOSE:

To establish a network of "employability readiness" support groups of disabled to focus on self-concept, independent living skills, attitudes, and social and interpersonal skills needed for successful employment. The model is based on a similar network of disabled women and girls.

11. TECHNICAL METHODS:

At least 72 youths per year will be served in 12 support groups (composed of high school and college students with physical, sensory, neurological handicaps, learning disabilities, and mild mental retardation). Support groups will feature successful disabled people as role model facilitators.

12. ANTICIPATED OUTCOMES:

Handbook for replication of support group network to include activity ideas, recruiting suggestions, and curriculum.

OREGON

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "The Orthopedically Handicapped Youth Employment Model"

3. SPONSORING AGENCY: Oregon Research Institute

4. GRANT NUMBER: G008430016

5. CONTACT PERSON: Jo Ann Sowers, Ph.D.
Oregon Research Institute
195 West 12th Ave.
Eugene, OR 97401
(503)484-2123

6. IMPACT (Number of Students): 60

7. FEDERAL AWARD: $119,942

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 05/01/84

10. PURPOSE:

To develop, field test, replicate, and disseminate nationally a model for transitioning severely orthopedically impaired secondary students to competitive employment placements.

11. TECHNICAL METHODS:

The model will consist of 4 major components: (a) curriculum development (assessing local business and industries for job placements and preparing relevant teaching materials); (b) program development (a three-step process for training students in school-based work sites, community based sites, and the permanent competitive employment positions); (c) training methodology (techniques and strategies for acquiring, generalizing, and maintaining vocational skills and behaviors; (d) organizational interventions (guidelines for developing organizational structures and roles for effective service; delivery to orthopedically impaired secondary students). Transition plans for students will also be developed as part of the IEP process, and students will be linked to the adult service system.

12. ANTICIPATED OUTCOMES:

Implementation guides, computer-assisted video lessons, journal articles, and conference presentations.

UTAH

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "Utah Community Based Transition Project for Severely Handicapped Youth"

3. SPONSORING AGENCY: University of Utah

4. GRANT NUMBER: G008430010

5. CONTACT PERSON: John McDonnell, Ph.D.
Milton-Bennion Hall 221
Department of Special Education
University of Utah
Salt Lake City, UT 84112
801-581-8121

6. IMPACT (Number of Students): 150

7. FEDERAL AWARD: $93,516

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To develop, refine, and field test a model for delivery of community-based employment training programs for severely handicapped youth. The UCBT Model provides direct work experience in community settings. This model will be developed into a statewide system.

11. TECHNICAL METHODS:

This comprehensive employment training model will be developed in collaboration with the University of Utah, University of Oregon, the Utah State Office of Education, the Salt Lake School District, and the Weber School District. Field tests of the Oregon High School Project will be conducted by UCBT staff.

12. ANTICIPATED OUTCOMES:

Demonstration classrooms and preservice and inservice preparation for teachers.

WASHINGTON

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "Employment Training and Transition: A Replicable Model for Employing Severely Handicapped Youth In the Community"

3. SPONSORING AGENCY: Washington State Office of Public Instruction

4. GRANT NUMBER: G008430015

5. CONTACT PERSON: Carla Jackson
Superintendent of Public Instruction
Special Education Section
Old Capitol Building
Olympia, WA 98504
(206)753-6733

6. IMPACT (Number of Students): 100

7. FEDERAL AWARD: $120,000

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To build, replicate, and evaluate the Employment Training and Transition Model which prepares severely handicapped youth for life and employment in the community. The project will extend a successful classroom model for high school students with moderate/severe handicaps. The model features: opportunities for work training that represents locally relevant job clusters in a variety of work formats, an IEP process to maximize parent influence and formal transition planning; job analysis; on site training and development of work and work-supported skills; sequenced work training opportunities; and systematic reporting on the post-school service needs of severely handicapped school leavers.

11. TECHNICAL METHODS:

The model will be installed and evaluated in 8-10 LEAs throughout the state.

12. ANTICIPATED OUTCOMES:

Operations manual.

WISCONSIN

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "Handicapped Children Model Pro Youth Employment Projects: A Non-Sheltered Community Based Vocational Training Program for Students with Severe-Behavioral Disorders

3. SPONSORING AGENCY: University of Wisconsin-Madison

4. GRANT NUMBER: G008430014

5. CONTACT PERSON:
   Anne M. Donnellan, Ph.D.
   Associate Professor
   University of Wisconsin/Madison
   1025 W. Johnson, Room 570
   Madison, WI 53706
   (608)263-4272

6. IMPACT (Number of Students): 169

7. FEDERAL AWARD: $103,558

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

    To demonstrate the design, development, implementation, and evaluation of a community based vocational training program for 69 severely behavior disordered students. The program will incorporate three primary implementation components: a community-based public school vocational training component, an inservice component, and a task force component.

11. TECHNICAL METHODS:

    The model which features collaboration between public school and adult service agency personnel, will emphasize ecological assessments and on the job training in vocational and behavioral skills in nonsheltered settings.

12. ANTICIPATED OUTCOMES:

    Conference presentations and preservice and inservice workshops.

WISCONSIN

ABSTRACT

1. COMPETITION NUMBER: 84.023D

2. TITLE: "Demonstration of a School Based Vocational Preparation Model for Transition from School to Work"

3. SPONSORING AGENCY: University of Wisconsin-Stout

4. GRANT NUMBER: G008430008

5. CONTACT PERSON:
Charles C. Coker, Ph.D.
Research and Training Center
University of Wisconsin/Stout
Menomonie, WI 54751
(715)232-2236

6. IMPACT (Number of Students): N/A

7. FEDERAL AWARD: $125,842

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

To develop and evaluate the school year transition to work model which includes assessment of the employment readiness of moderately and mildly retarded and learning disabled high school students (interpersonal skills, work behaviors, interaction with supervisors, and transportation use), training to remediate skill deficits which could obstruct successful employment, and job search training. To evaluate conditions under which the model is most effective. To determine model's cost effectiveness and costs for adoption by local districts.

11. TECHNICAL METHODS:

The model will be implemented by a team of 2-3 special education and/or vocational education staff trained to incorporate model components into regular programming. Effects of both original and redeveloped (based on formative evaluation data) model on student achievement and post high school vocational attainments will be measured.

12. ANTICIPATED OUTCOMES:

Manuals, documents, and procedures to integrate model components into student's IEPS.

84.023G Handicapped Children's Model Demonstration Program: Post-Secondary Projects

ARIZONA

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Intervention to Retain and Foster Advancement in Careers and Employment"

3. SPONSORING AGENCY: Arizona State University

4. GRANT NUMBER: G008430046

5. CONTACT PERSON: Kay Hartwell, Ph.D.
Arizona State University
Community Service Center
Room 303A
200 N. Curry Road
Tempe, AZ 85287
(602)965-2070

6. IMPACT (Number of Students): 2,000

7. FEDERAL AWARD: $105,700

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To design, implement, and evaluate a model post-secondary demonstration project for handicapped youth. The project is primarily directed toward handicapped minority youth 18-22 years old, but all learning disabled, multiply-handicapped, educable mentally handicapped, physically-orthopedically handicapped, emotionally handicapped in this age group within Arizona will have access to this project.

11. TECHNICAL METHODS:

The project has 5 major components: (1) A job bank and information Clearinghouse, (2) Project evaluation, (3) Project dissemination, (4) Project replication, and (5) Computer assisted instruction related to generalizable work-related skills. These components will be implemented as follows: Year 1 - Needs assessment, organization of the Clearinghouse, computer assisted instruction component, Year 2 - Implementation of the Clearinghouse, and Year 3 - Replication, evaluation and dissemination.

12. ANTICIPATED OUTCOMES:

Project INTERFACE will run over a three-year period. Replication will occur in Arizona prior to assimilation and replication into selected communities throughout the nation. The goal of the project is to link handicapped youth ages 18-22 years to competitive employment within the community.

ILLINOIS

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Providing Innovative Community Based Services for Mentally Ill Persons Exiting Secondary School Programs"

3. SPONSORING AGENCY: Thresholds

4. GRANT NUMBER: G008402244

5. CONTACT PERSON: Judith A. Cook, Ph.D.
Thresholds
2700 North Lake View Avenue
Chicago, IL 60614
(312)880-2471

6. IMPACT (Number of Students): 230

7. FEDERAL AWARD: $97,000

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 12/01/84

10. PURPOSE:

To provide community-based services that result in work-readiness for mentally ill young adults who have recently exited or are about to exit secondary school programs. The aim is to reintegrate the handicapped individual into the local community.

11. TECHNICAL METHODS:

The program focuses on 6 interrelated factors:
A. Learning how to socialize appropriately.
B. Developing a realistic self-concept.
C. Developing appropriate attitudes toward employment.
D. Achieving competence in job skills through on the job training.
E. Participating in supervised transitional employment placements (TEP).
F. Learning job hunting skills.
These goals will be accomplished through the addition of 8 new components to Thresholds' service delivery model.

12. ANTICIPATED OUTCOMES:

The desired outcome of the proposed 3-year model program is for students to secure competitive employment or post-secondary education and training while avoiding psychiatric rehospitalization. The target population is a highly-recidivistic group of about 230 mentally ill 16-21 year-olds.

ILLINOIS

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Illinois Competitive Employment Project: Promoting Non-Sheltered Employment Options for Moderately/Severely Handicapped Students"

3. SPONSORING AGENCY: University of Illinois

4. GRANT NUMBER: G008430081

5. CONTACT PERSON: Tom Lagomarcino
University of Illinois
110 Education Building
1310 South Sixth Street
Champaign, IL 61820
(217)333-0260

6. IMPACT (Number of Students): 60

7. FEDERAL AWARD: $102,644

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 08/21/84

10. PURPOSE:

    A. Develop a model program that provides transitional, employment-oriented efforts between schools and the local rehabilitation agency.
    B. Develop new knowledge and products through research in areas of community based vocational training, placement, follow-up employment training.
    C. Facilitate installation/adoption of new practices through demonstration and dissemination.

11. TECHNICAL METHODS:

(1) Establish a Vocational Transition Planning Committee of representatives of participating agencies to identify problems and develop solutions related to the transition issue. (2) Assess all students between 16-21 years of age who have been identified by participating schools. (3) Place, evaluate, and train students in competitive employment. (4) Develop multiple nonsheltered employment options through interagency collaboration. (5) Conduct applied research to determine the best activities to adequately train young adults to maintain and/or generalize identified survival skill deficits. (6) Centralize job survey and placement activities. (7) Provide technical assistance to participating agencies. (8) Disseminate information to direct service personnel, school administrators, and

selected researchers interested in competitive employment transitional services.

12. ANTICIPATED OUTCOMES:

Applied research reports; "How-to" manuals; benefit-cost analyses; policy analysis papers; final report of project results; dissemination of products locally, state-wide, and nationally.

KANSAS

ABSTRACT

1. COMPETITION NUMBER: 84.023G
2. TITLE: "Development of a Program to Facilitate the Transition of Mildly Handicapped Adolescents from Secondary & Post-Secondary Education"
3. SPONSORING AGENCY: University of Kansas
4. GRANT NUMBER: G008402280
5. CONTACT PERSON:
   Stephen Hazel, Ph.D.
   206 Carruth-O'Leary
   University of Kansas
   Lawrence, KS 66045
   (913)864-4780
6. IMPACT (Number of Students): 200
7. FEDERAL AWARD: $90,323
8. PROJECT DURATION (mos): 36
9. DATE OF IMPLEMENTATION: 09/01/84
10. PURPOSE:

    To develop and operate a 3-year demonstration project that integrates school and community resources to facilitate the transition of mildly handicapped students from secondary schools to post-secondary education and training programs.

11. TECHNICAL METHODS:

    The "Transition Model" model consists of a school-based program and a community-based "Transition Agency Program." There are nine objectives:
    - A. Determine need/options of target population.
    - B. Refine/implement a secondary education program that will facilitate transition to post-secondary training.
    - C. Develop/implement the Transition Agency Program
    - D. Facilitate cooperation/communication between secondary school & Transition Agency personnel.
    - E. Evaluate Transition Model.
    - F. Modify model based on evaluation findings.
    - G. Disseminate information about the model.
    - H. Produce products to allow model replication.
    - I. Replicate model outside project area.

12. ANTICIPATED OUTCOMES:
    As many as 200 mildly handicapped persons will be helped to make the transition from secondary school to post-secondary education and training programs in the Lawrence, KS target area.

KENTUCKY

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Project Respect: A Rural Vocational Training Model"

3. SPONSORING AGENCY: Metro Industries, Inc.

4. GRANT NUMBER: G008402245

5. CONTACT PERSON:
Cathy Whitson
Project Director
Metro Industries, Inc.
1086 Brentwood Court
Lexington, KY 40511
(606)253-2658

6. IMPACT (Number of Students): 120

7. FEDERAL AWARD: $98,000

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

To increase the number of rural special education students who make a successful transition from school to work through a series of training processes. The project is an innovative, cooperative approach to the vocational training and transition of secondary level TMH and EMH special education students from ten rural, economically disadvantaged centers in central & eastern Kentucky.

11. TECHNICAL METHODS:

The students will progress through a three-step training process:
A. Vocational Assessment and Goal Planning.
B. In-School Vocational Training.
C. Transitional Community Training.
The students will acquire the work habits, skills and behaviors necessary for post-secondary training and placement. Stipends will be offered to local industries to train the students, with support staff being present when needed.

12. ANTICIPATED OUTCOMES:

The grant will serve approximately 200 students who are currently not receiving any kind of vocational training. The project will incorporate the concept of real work provided to the students while still in school combined with community placements and training sites.

MAINE

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Model-PostSecondary: Improving the PostSecondary Education and Employability of Learning Disabled Students"

3. SPONSORING AGENCY: University of Southern Maine

4. GRANT NUMBER: G008402246

5. CONTACT PERSON: Christine Gianopoulos/C. Bernaccho
University of Southern Maine
Human Services Development Institute
246 Deering Avenue
Portland, ME 04102
(207)780-4430

6. IMPACT (Number of Students): 100

7. FEDERAL AWARD: $98,352

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To provide model post-secondary transitional services to SLD (Specific Learning Disabilities) students in Southern Maine from three participating school districts.

11. TECHNICAL METHODS:

The project links SLD young adults with job training, employment and education programs through a three-pronged strategy:

A. Infuse the vocational rehabilitation assessment process for SLD into the school system while retaining the Pupil Evaluation Team (PET) as a planning mechanism.
B. Focus upon the functional rather than academic capabilities of the target population.
C. Work directly with job training programs, employers, and higher education to help them accommodate the needs of the SLD.

The projects findings will be disseminated in year three through a Summer Institute and publications.

12. ANTICIPATED OUTCOMES:

Results of this three-year demonstration project will include a tested model which links VR and Special Ed to provide transitional services; improved capacity of schools/community resources to diagnose SLD; and reduced unemployment and underemployment for 90 SLD project participants.

MARYLAND

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Job Training and Try Out: Model Program Designed to Meet Transitional Needs of Out of Work/Out of School Handicapped Individuals Ages 18-22"

3. SPONSORING AGENCY: George Washington University

4. GRANT NUMBER: G008402279

5. CONTACT PERSON:
George Tilson
Program Director, Model
11600 Nevel Street
Suite 114
Rockville, MD 20852
(301)468-0913

6. IMPACT (Number of Students): 60

7. FEDERAL AWARD: $96,896

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

To demonstrate a model approach for addressing the transitional needs of handicapped individuals who are presently "out of school, out of work." The model's strength lies within the cooperative support and involvement of advocacy/community-based groups, vocational rehabilitation, social service agencies, secondary/post-secondary service providers and George Washington University.

11. TECHNICAL METHODS:

Standardized instruments for determining employment success factors will be used to measure entry-level competencies and the exit level of the training/placement process on employment and subsequent work adjustment of the target population. Based on this assessment, an Individualized Employment Success Plan will be developed and periodically modified to monitor each participant. Both quantitative and qualitative data collection will be strengthened through collaboration with a five-year field initiated research study.

12. ANTICIPATED OUTCOMES:

The proposed 3-year project is designed to demonstrate and disseminate a comprehensive service delivery model of transitional services needed to enhance the employability of handicapped youth ages 18-22 years. Approximately 60 individuals will receive training in three separate phases: I. Employability Skills Training, II. Employment Assistance, and III. Follow-Up.

MARYLAND

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Training for Effective Transition: A Transition Program for Post-Secondary Handicapped Adults Residing in Rural Area"

3. SPONSORING AGENCY: Charles County Board of Education

4. GRANT NUMBER: G008402193

5. CONTACT PERSON: Joyce Beam
TET Coordinator
Charles County Board of Education
P.O. Box D
Laplata, MD 20646
(301)932-6610, ext. 428

6. IMPACT (Number of Students): 10

7. FEDERAL AWARD: $97,500

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 07/01/84

10. PURPOSE:

To facilitate client awareness and access of existing county adult services, promote continuing vocational and academic education with project support services, provide clients with on-site industry specific training, as needed, and to assist clients in developing/refining job seeking, retaining, and advancement skills in order to shorten the post-secondary adjustment period and maximize the clients' potential to function as a responsible and independent adult. The project is noncategorical in nature and services all handicapping conditions.

11. TECHNICAL METHODS:

The project is planned for a rural area in Southern Maryland for a county school system where a comprehensive transition program for handicapped clients does not now exist. The program delivery system involves three strands of service: Job Placement, Job Support, and Networking Services to the Multi-Service Community Center, to be implemented over a 3-year period.

12. ANTICIPATED OUTCOMES:

Service delivery in the area of a comprehensive employment and training transition program for up to one hundred identified post-secondary handicapped clients, age 18 and up, from four regular high schools and a center for students who are severely and profoundly handicapped.

NEW HAMPSHIRE

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Handicapped Children's Model Program Transitional Employment Support for Disabled Students"

3. SPONSORING AGENCY: Transitional Employment Enterprises - N.H. Unit

4. GRANT NUMBER: G008430044

5. CONTACT PERSON:
Cynthia Andrews
Project Director of Special Projects
Transitional Employment Enterprises
1361 Elm Street
Manchester, NH 03031
(603)624-0600

6. IMPACT (Number of Students): 36

7. FEDERAL AWARD: $100,000

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To create, through effective model demonstration, increased awareness of the abilities of the disabled worker. The project will demonstrate to policymakers, and to the private business community, that the employment abilities, of the target population have been significantly underestimated.

11. TECHNICAL METHODS:

Using the supported work techniques of detailed task analysis, on-site training, regular supervision and comprehensive resources development, trainees will develop appropriate work habits, learn a specific job and increase the independent living skills necessary to sustain permanent employment. Through the addition of a Job Engineering Program component, the training model will increase its ability to develop placements for the severely physically disabled by providing job modification services to host companies.

12. ANTICIPATED OUTCOMES:

This project should provide transitional employment training opportunities in the private sector for 36 eligible young people desiring permanent, unsubsidized jobs in the competitive labor market. The project will develop a manual entitled "Resources for Employment Independence," and will distribute brochures to businesses.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Preparing Severely Handicapped Autistic Students to Succeed in Competitive Employment"

3. SPONSORING AGENCY: C. W. Post Center/Long Island University

4. GRANT NUMBER: G008430082

5. CONTACT PERSON:
Diane Berkell
Long Island University
C. W. Post
Special Education and Reading Department
Northern Boulevard
Greenvale, NY 11548
(516)299-2127

6. IMPACT (Number of Students): 40

7. FEDERAL AWARD: $99,779

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

To prepare severely handicapped autistic students, through a community based vocational training program, for competitive employment positions.

11. TECHNICAL METHODS:

The training project will provide both consecutive and concurrent instruction in school and nonschool environments by providing community based vocational training and intensive on-site job skills training to the target population.

12. ANTICIPATED OUTCOMES:

Approximately 40 severely handicapped autistic students will participate in the training project. While all students will receive community based vocational training, intensive on-site job skills training will be provided to students aged 18-21. Products of the program will include a job reference manual, two training manuals, and a series of training films.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Undergraduate Training Program to Enhance Employment Opportunities for Learning Disabled College Students"

3. SPONSORING AGENCY: St. Thomas Aquinas College

4. GRANT NUMBER: G008402283

5. CONTACT PERSON:

   Marijanet Doonan, Ph.D.
   Director for STAC Exchange
   St. Aquinas College
   Rt. 340
   Sparkill, NY 10976
   (914)359-9500

6. IMPACT (Number of Students): 30

7. FEDERAL AWARD: $37,072

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

    St. Thomas Aquinas College, in collaboration with the Rockland County Association (a county-based business association), proposes to enhance employability opportunities for learning disabled college graduates through a program which was established in 1982. Through this grant, a planned career component is being implemented.

11. TECHNICAL METHODS:

    Through pre and post testing with students and businessmen in Program and control groups, using inventories, questionnaires, interviews, and supervised internships, the College's Program Staff, working with identified Rockland County Association members, will collect/assess data on current employment practices with this population.

12. ANTICIPATED OUTCOMES:

    The objectives of the project include:
    A. development of a career component for "THE STAC EXCHANGE," the College's program for learning disabled adults to help these students become more prepared to enter the career market;

B. assessment of current knowledge about learning disabilities within local business community;
C. development of informative materials for business professionals who are in positions to hire learning disabled applicants.
D. development of training materials for secondary school personnel to begin pre-employment training for this population.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Post-Secondary Nonsheltered-Vocational Training & Continuing Education for Severely Handicapped Young Adults"

3. SPONSORING AGENCY: Syracuse University

4. GRANT NUMBER: G008430043

5. CONTACT PERSON:

Jan Nisbet, Ph.D.
Assistant Professor
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13210
(315)423-4121

6. IMPACT (Number of Students); 15,000

7. FEDERAL AWARD: $99,304

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

The purpose of this project is to provide appropriate services and training that will prepare severely handicapped post-secondary age young adults for maximum participation in community based competitive employment sites, through instruction in criterion routines and in "best exemplar" and/or general case training environments.

11. TECHNICAL METHODS:

The project will combine effective processes for creating new and adapting existing service capabilities to the needs of severely handicapped young adults, systematic individualized planning for the transition from school to post school vocational and community environments and state-of-the-art individualized and ecological assessment and curricular strategies.

12. ANTICIPATED OUTCOMES:

This project will develop, validate, and disseminate systems change and curricula strategies to deliver effective services to severely handicapped post-secondary age young adults. Approximately 15,000 persons will benefit from this project.

OREGON

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "A Competitive-Employment Model for Post-Secondary Individuals with Severe Handicaps"

3. SPONSORING AGENCY: University of Oregon

4. GRANT NUMBER: G008430045

5. CONTACT PERSON:

Larry E. Rhodes, Ph.D.
Specialized Training Project
135 Education
University of Oregon
Eugene, OR 97403
(503)686-5311

6. IMPACT (Number of Students): 35

7. FEDERAL AWARD: $100,500

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

The Distributed Supported Work (DSW) Project is an employment effort to improve the range and level of work benefits experienced by post-secondary individuals with severe handicaps through placement and long-term support in competitive job sites. The project addresses the growing demand for programs to meet the needs of individuals who are aging out of their entitlement to education and into post-secondary services.

11. TECHNICAL METHODS:

The DSW Project is organized into five major tasks (1) Model planning and development, (2) Model implementation, (3) Model expansion and replication, (4) Evaluation, and (5) Project management.

12. ANTICIPATED OUTCOMES:

Roughly 35 persons will benefit over the 3 years' duration of the project, which will place and support severely handicapped individuals in competitive job sites in Oregon communities. Results of ongoing research and modification will be used to define the Distribution Supported Work Model. An operations manual, a staff training manual, and a board of directors orientation manual will be generated during the first year. Second & third year plans include replication and evaluation of the model at additional sites in Oregon and Washington.

PENNSYLVANIA

ABSTRACT

1. COMPETITION NUMBER: 84.023G
2. TITLE: "Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society"
3. SPONSORING AGENCY: Centre County Association for Retarded Citizens
4. GRANT NUMBER: G008402282
5. CONTACT PERSON:

   Ilene Lang
   ARC - Progress
   305 South Burrowes Street
   State College, PA 16801
   (814)238-1444

6. IMPACT (Number of Students): 30
7. FEDERAL AWARD: $197,757
8. PROJECT DURATION (mos): 36
9. DATE OF IMPLEMENTATION: 09/15/84
10. PURPOSE:

    To expand the current continuum of services in Centre County, now limited to pre-work experience training programs, to include on-site competitive work training. These services are critical for severely developmentally disabled persons because of a) the limited extent to which they generalize/transfer skills acquired in one setting to another and b) the limited extent to which generic skills taught in sheltered programs are necessary for success in competitive placements.

11. TECHNICAL METHODS:

    (1) Establish a referral network identifying those who may benefit from the project; (2) Enter into cooperative training supervision agreements with employers in Centre County; (3) Develop training and evaluation materials and methods; (4) Develop a school to work continuum link; (5) Maintain a management plan for using project resources and for transferring supervision and training to private employers; (6) Develop a link between project graduates and the Office of Vocational Rehabilitation; and (7) Report project activities and effects through professional literature and conferences.

12. ANTICIPATED OUTCOMES:

    To provide on-site competitive work training for 30 severely developmentally disabled persons.

WASHINGTON

ABSTRACT

1. COMPETITION NUMBER: 84.023G

2. TITLE: "Model for the Coordination of Post School Training for Graduates of Special Education"

3. SPONSORING AGENCY: Washington Dept. of Public Instruction

4. GRANT NUMBER: G008402186

5. CONTACT PERSON: Carla Jackson
Superintendent of Public Instruction
Special Education Section
Old Capitol Building
Olympia, WA 98504
(206)753-6733

6. IMPACT (Number of Students): 1500

7. FEDERAL AWARD: $98,725

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 07/01/84

10. PURPOSE:

This project will develop a model for coordinating the placement and maintenance of special education graduates in post school training programs.

11. TECHNICAL METHODS:

The procedures to be followed in accomplishing the goals of the project are:

A. fieldtesting two procedural models on transition from school to work;
B. evaluating results of fieldtest;
C. revising models;
D. implementation.

12. ANTICIPATED OUTCOMES:

The project will fieldtest and revise two procedural models for the improvement of transition from school to work for handicapped students. After evaluations and revisions, the models will be utilized throughout the state of Washington. Every special education student graduating from a Washington school in the future will benefit from the improved transition procedures that the project staff will develop.

84.078B Post-Secondary Educational Programs for Handicapped Persons - Demonstrations

CALIFORNIA

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Program Standards and Eligibility Criteria for Learning Disabled Students in Post-Secondary Education"

3. SPONSORING AGENCY: California Community Colleges

4. GRANT NUMBER: G008435129

5. CONTACT PERSON: Robert F. Howard
Chancellors Office
California Community Colleges
1107 9th Street
Sacramento, CA 95814
(916)324-8592

6. IMPACT (Number of Students): 11,000

7. FEDERAL AWARD: $168,039

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

The Chancellor's Office for California's Community Colleges proposes to build on its existing network and provision of services to disabled students.

11. TECHNICAL METHODS:

The above will be accomplished by addressing the problem of equitable and accurate assessment and identification of learning disabled students, to be normed and validated, once the process is delineated. Based on the identification procedure adopted, services and instruction to be provided (interventions) will be delineated.

12. ANTICIPATED OUTCOMES:

The result will be a "core" design for programs serving learning disabled students in higher education.

MASSACHUSETTS

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "College Bound Post-Secondary Program for Learning Disabled High School Graduates"

3. SPONSORING AGENCY: Winchester Public Schools

4. GRANT NUMBER: G008435120

5. CONTACT PERSON:

Frank J. Bianco
Director of Special Education and Pupil Services
154 Horn Pond Brook Road
Winchester Public Schools
Winchester, Massachusetts 01890
(617)721-7005

6. IMPACT (Number of Students): 45

7. FEDERAL AWARD: $61,050

8. PROJECT DURATION (mos): 30

9. DATE OF IMPLEMENTATION: 09/06/84

10. PURPOSE:

This public school based program proposes the establishment of an extended year program for learning disabled students concentrating on college survival skills, and taking advantage of the extra year to assist students through individual counseling to improve their social and emotional self-images.

11. TECHNICAL METHODS:

A. Review Testing Data and Individualized Educational Plans for student understanding.
B. Student participation in workshops addressing Time Management, Learning Style, Self-Advocacy and Study Skills.
C. Provide students with individual counseling related to program options.

12. ANTICIPATED OUTCOMES:

Its low-cost budget and the curriculum materials to be used (and subsequently disseminated) are attractive features of this model.

MINNESOTA

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Enhancing the Transition of Mildly Mentally Retarded and Learning Disabled Post-Secondary Vocational Education Students into Gainful Employment"

3. SPONSORING AGENCY: University of Minnesota

4. GRANT NUMBER: G008435126

5. CONTACT PERSON:
James Brown, Ph.D.
1954 Buford Avenue
Room 460 Vo Tech Building
University of Minnesota
St. Paul, MN 55108
(612)376-8009

6. IMPACT (Number of Students): 30

7. FEDERAL AWARD: $156,504

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

The University of Minnesota, together with subcontractor University of Washington, will combine their current knowledge and experience in assisting MR (and LD) students transitioning from secondary programs to gainful employment via postsecondary vocational education training programs.

11. TECHNICAL METHODS:

Project activities focus on: (a) identifying and analyzing policies that enhance or inhibit transition-related processes; (b) developing a system for identifying and monitoring dropout-prone handicapped students; (c) examining the feasibility of using microcomputer-aided instruction to enhance students' basic skills, and (d) training employers to provide additional training and assistance to handicapped employees (especially those trained in job-related vocational training programs).

12. ANTICIPATED OUTCOMES:

The model transition program proposed includes all key related agencies and organizations, and a guide that will describe the approach and how it may be flexibly applied nationwide is anticipated by the end of the project for dissemination.

NEBRASKA

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Post-Secondary Intervention Model for Learning Disabilities"

3. SPONSORING AGENCY: University of Nebraska at Lincoln

4. GRANT NUMBER: G008435130

5. CONTACT PERSON: Mrs. Mary Morris
PS-IM-LD Project
250 Barkley Center
University of Nebraska - Lincoln
Lincoln, Nebraska 68583-0731
(402)472-5469

6. IMPACT (Number of Students): 438

7. FEDERAL AWARD: $147,202

8. PROJECT DURATION (mos): 12

9. DATE OF IMPLEMENTATION: 01/01/85

10. PURPOSE:

    To develop and implement strategies for dealing with learning disabled students.

11. TECHNICAL METHODS:

    Through needs identified initially by faculty survey (N=300), faculty will develop materials and videotapes among other strategies to meet the needs of the learning disabled students.

12. ANTICIPATED OUTCOMES:

    A campus-wide referral system will be formalized and adaptive education for verified referrals will take place.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Learning and Career Services Program for the Learning Disabled"

3. SPONSORING AGENCY: NYU - SEHNAP

4. GRANT NUMBER: G008435131

5. CONTACT PERSON: Dr. Bernard Katz/Dr. Irvin Rosenthal
Project Class
New York University
239 Green Street
New York, NY 10003
(212)598-7841

6. IMPACT (Number of Students): 30

7. FEDERAL AWARD: $176,074

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

    A study will be designed to examine the effectiveness of support services to handicapped students at the post-secondary level.

11. TECHNICAL METHODS:

    Ten LD students each from (a) a traditional liberal arts college program, (b) a professional preparation school (SEHNAP), and (c) a university-without-walls, cooperative education program will receive identified needed support services and interventions including "by-pass" strategies (circumvention approach). Faculty awareness programs and career preparation strategies will also be employed.

12. ANTICIPATED OUTCOMES:

    Similarities and differences among the three populations with respect to strategies employed will be analyzed.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Assimilating Learning Disabled Students into the Community College Environment"

3. SPONSORING AGENCY: Human Resources Center

4. GRANT NUMBER: G008435123

5. CONTACT PERSON:
   Roberta Houseman
   Human Resources
   Searington Road
   Albertson, NY 11507
   (516)747-5400

6. IMPACT (Number of Students): 390

7. FEDERAL AWARD: $129,993

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

    This project will analyze 90 learning disabled high school seniors' capabilities against the tasks required for success at community colleges (discrepancy model) to determine and provide individualized intervention, strategies addressing the academic and counseling needs of these students.

11. TECHNICAL METHODS:

    Students are assisted through intervention strategies based on individual needs and specific setting demands.

12. ANTICIPATED OUTCOMES:

    The project will provide inservice training at three local high schools and at community colleges. A guidebook describing the process to be used by others is an anticipated product.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Redirecting Vocational Training to the Community College: A Purchasable Option for Mildly Handicapped Consumers"

3. SPONSORING AGENCY: City University of New York

4. GRANT NUMBER: G008435124

5. CONTACT PERSON:
Dr. Bert Flugman
CASE Institute for Research and Development in Occupational Education
Graduate School
City University of NY (CUNY)
33 West 42nd Street
New York, NY 10036
(212)221-3532 or (212)719-2191

6. IMPACT (Number of Students): 125

7. FEDERAL AWARD: $137,390

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 04/01/85

10. PURPOSE:

Activities under this project include pilot testing of a one-year, 32-week, low cost, non-degree certificate program for learning disabled and mildly mentally retarded individuals in a continuing education department of a community college.

Students in the program are high school leavers who have not received a high school diploma or, having received one, are interested in pursuing a non-degree college program. The program consists of two components. One focuses on basic and interpersonal skills and vocational training and the other provides hands-on work experience through an internship.

11. TECHNICAL METHODS:

Participants will be enrolled in the program under three different conditions: 1) during first year, no charge for entry; 2) second and third years, either through direct payment or by third party payment; and 3) in the event less than 50 enroll, scholarships will be awarded.

12. ANTICIPATED OUTCOMES:

In years two and three of the project, local, statewide and national dissemination activities will be undertaken to promote replication. Program will evaluate impact to student/families and viability for the three enrollment conditions.

NORTH DAKOTA

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Personal Care Attendant Training Demonstration Project"

3. SPONSORING AGENCY: Housing, Industry and Training, Inc.

4. GRANT NUMBER: G008435118

5. CONTACT PERSON: Cameron Clemens
Housing, Industry, Training, Inc.
1007 18th Street, N.W.
Mandan, ND 58554
(701)-663-0376

6. IMPACT (Number of Students): 40

7. FEDERAL AWARD: $113,927

8. PROJECT DURATION (mos): 12

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

    Offering additional vocational options to mentally retarded young adults, as well as those with learning disabilities, who currently find themselves in sheltered workshop settings is the focus of this project.

11. TECHNICAL METHODS:

    This agency will offer a 12-week training course for these populations with 40 to become Personal Care Attendants (PACs) to elderly, home-bound, and/or disabled persons.

12. ANTICIPATED OUTCOMES:

    Future funding to continue this model project through the State Board of Vocational Education.

OHIO

ABSTRACT

1. COMPETITION NUMBER: 84.078B
2. TITLE: "Centrally Coordinated Approach to Service Learning Disabled Students on 5 Campuses"
3. SPONSORING AGENCY: Ohio State University
4. GRANT NUMBER: G008435128
5. CONTACT PERSON:

   Lydia Block
   Coordinator of Counseling and Learning Disabilities Services
   339 Baker Systems Engineering
   1710 Niel Avenue
   Columbus, OH 43210
   (614)422-3307

6. IMPACT (Number of Students): N/A
7. FEDERAL AWARD: $121,280
8. PROJECT DURATION (mos): 12
9. DATE OF IMPLEMENTATION: 12/01/84
10. PURPOSE:

    This project will utilize the consortium model of provision of support services to learning disabled students attending five geographically proximal postsecondary institutions to better meet the needs of learning disabled students attending the respective institutions.

11. TECHNICAL METHODS:

    The model is borrowed for the "itinerant service provider" model used in elementary and secondary schools. Two learning disability specialists will serve the needs of five campuses. These specialists will provide counseling, diagnostic testing, interpretation of test results, and faculty awareness workshops and training of campus personnel.

12. ANTICIPATED OUTCOMES:

    To develop a replicable model for serving Learning Disabled students among multiple postsecondary institutions.

OREGON

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "A Model Program of Community College Special Education for Mildly Retarded Adults"

3. SPONSORING AGENCY: University of Oregon

4. GRANT NUMBER: G008435133

5. CONTACT PERSON: Andrew S. Halpern
Clinical Services Building
University of Oregon
Eugene, Oregon 97403
(503)686-3585

6. IMPACT (Number of Students): 400

7. FEDERAL AWARD: $148,520

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

This activity focuses on the development and implementation of a 10-week Adult Skills Development Program for mildly mentally retarded persons and young adults.

11. TECHNICAL METHODS:

Courses will be offered in small group (limit of 10 per class) and individualized instruction based at a community college. A management information system and job placement procedures will be implemented.

12. ANTICIPATED OUTCOMES:

The project anticipates development of course materials, procedures followed, the management information system, and procedures for job placement for subsequent dissemination and distribution.

PENNSYLVANIA

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "A Comprehensive Model Program for Learning Disabled University Students"

3. SPONSORING AGENCY: Pennsylvania State University

4. GRANT NUMBER: G008435119

5. CONTACT PERSON: Anna Gajar, Ph.D.
226 B. Moore Building
University Park, PA 16802
(814)863-2284

6. IMPACT (Number of Students): 30

7. FEDERAL AWARD: $140,405

8. PROJECT DURATION (mos): 18

9. DATE OF IMPLEMENTATION: 12/01/84

10. PURPOSE:

This project builds upon a pilot model program component providing support services to learning disabled college-based students, and extends considerations for support to graduate level learning disabled students. Especially noteworthy are the considerations for meeting the second language requirements at both the undergraduate and graduate levels.

11. TECHNICAL METHODS:

A. To develop a comprehensive diagnostic and academic support service program for Learning Disabled University students for the purpose of retraining and graduating program participants.
B. To conduct awareness and information activities for LD advisors, faculty, counselors, and other staff involved with L.D. students.
C. Unique problem areas (e.g., written expression, foreign language) indicating a need for research will be expressed or identified.

12. ANTICIPATED OUTCOMES:

A comprehensive array of services will be documented.

TENNESSEE

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "College Access Program for College Level Learning Disabled Students"

3. SPONSORING AGENCY: University of Tennessee at Chattanooga

4. GRANT NUMBER: G008435132

5. CONTACT PERSON:
Dr. Earl Davis
322 Holt Hall
615 McCallie Avenue
Chattanooga, TN 37402
(615)755-4006

6. IMPACT (Number of Students): 450

7. FEDERAL AWARD: $150,393

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/85

10. PURPOSE:

The project anticipates modification and coordination of many programs/services currently available to serve learning disabled students at most college campuses.

11. TECHNICAL METHODS:

This approach is individually oriented, and in addition to encouragement of relocations, the benefits anticipated include: avoidance of duplication of effort, effective use of scarce expertise, reduced institutional/external support costs, and provision of educational experiences for the students that are as close to normal as possible.

12. ANTICIPATED OUTCOMES:

The major outcome is to design a cost effective model for serving the postsecondary learning disabled student which may be adopted and replicated at other postsecondary institutions.

VERMONT

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Training and Employment Post-Secondary Program for Individuals with Mental Retardation"

3. SPONSORING AGENCY: Trinity College

4. GRANT NUMBER: G008435121

5. CONTACT PERSON:

   Michael Collins
   Transition II
   Trinity College
   Colchester Avenue
   Burlington, VT 05401
   (802)658-3996

6. IMPACT (Number of Students): 165

7. FEDERAL AWARD: $144,107

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

    This model project will develop, implement and evaluate a training and employment program for mentally retarded trainees. During the three year funding period, at least 40 trainees will be provided with instruction and placement into competitive employment positions in Chittenden Co., VT. A major focus of this project will be to develop a tuition based, postsecondary training and employment program that will continue after federal funds expire.

11. TECHNICAL METHODS:

    The project will be administered by Trinity College. An interagency committee will derive the policies and directions of the project plus facilitate the writing of interagency agreements in regard to providing vocational rehabilitation and independent living services to the trainees. The project Job Training Coordinator and Cooperative Education Coordinator will act as case managers in vocational and independent living instruction respectively to insure that total service plans are developed and coordinated across agencies. A Job Developer will be hired to develop part-time and full-time positions for the 40 trainees and provide follow-up services.

12. ANTICIPATED OUTCOMES:

    Manuals, a slide tape presentation, journal articles and presentations.

VIRGINIA

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Post-Secondary Education/Rehabilitation Transition for Mildly Mentally Retarded and Learning Disabled"

3. SPONSORING AGENCY: Virginia Department of Education

4. GRANT NUMBER: G008435127

5. CONTACT PERSON: Patricia Poplin
Virginia Department of Education
P.O. Box 6-Q
Richmond, VA 23216
(804)225-2880

6. IMPACT (Number of Students): 300

7. FEDERAL AWARD: $141,896

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

The goal of this project is to improve career options and opportunities.

11. TECHNICAL METHODS:

The State Education Department in close cooperation with the State Vocational Rehabilitation Agency will establish model implementation teams at six local model sites in Year 1 and a total of twelve sites in Year 2, for longitudinal career/vocational planning for both LD and mildly MR students.

12. ANTICIPATED OUTCOMES:

A guide for state-wide use will be developed, as well as inservice training programs for all the professional groups.

VIRGINIA

ABSTRACT

1. COMPETITION NUMBER: 84.078B

2. TITLE: "Chance Project: Support Services for Mentally Retarded Adults in the Development of Self-Sufficiency"

3. SPONSORING AGENCY:

4. GRANT NUMBER: G008435122

5. CONTACT PERSON: Dr. Judith Schapiro
CHANCE Program
215 Brooke Avenue #708
Norfolk, VA 23510
(804)440-4735

6. IMPACT (Number of Students): 430

7. FEDERAL AWARD: $63,232

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

This project will offer a series of 6 courses for retarded adults, aged 22 to 55, in three sections, with the fourth devoted to family members and caregivers.

11. TECHNICAL METHODS:

Courses for retarded adults will focus on social and independent living skills, and those for caregivers, parents and staff will focus on helping the transition to self-sufficiency.

12. ANTICIPATED OUTCOMES:

Approximately 280 givers will be direct beneficiaries of the project. Dissemination of results is targeted for human service agencies.

84.078C Post-Secondary Educational Programs for Handicapped Persons - Demonstrations

COLORADO

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Transition to Community Employment"

3. SPONSORING AGENCY: Colorado State University

4. GRANT NUMBER: G008530059

5. CONTACT PERSON: Karen Spencer
Dept. of Occupational Therapy
Colorado State University
Fort Collins, CO 80523
(303)491-5016

6. IMPACT (Number of Students): 55

7. FEDERAL AWARD: $98,000

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

A three-year project is proposed that will target post-secondary youth and adults who are currently unemployed, underemployed, or "at risk" for employment because of their individual handicapping conditions and the current lack of comprehensive transition services.

11. TECHNICAL METHODS:

A comprehensive, multidisciplinary approach to the assessment of the client's work-related abilities and interests followed by individualized program planning and on-the-job training will be completed. Job development specialists will identify a variety of appropriate job opportunities within normalized settings. Client interests, skills, and subsequent training will be matched with identified community based jobs.

12. ANTICIPATED OUTCOMES:

Linkages will be established between the educational system, existing adult vocational services and community employers. Post-secondary teen and adult participants will be placed on-the-job within normalized community settings with training and on-going support as needed. Follow-up will be provided to assure successful transition into work roles. The model project will be publicized and disseminated for use in other areas.

FLORIDA

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Demonstrated Project for Learning Disabled"

3. SPONSORING AGENCY: Miami-Dade Community College

4. GRANT NUMBER: G008530062

5. CONTACT PERSON:
   Art Carson
   Miami-Dade Community College
   11380 N.W. 27th Avenue
   Miami, FL 33167
   (305)347-1272

6. IMPACT (Number of Students): 300

7. FEDERAL AWARD: $47,755

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

    This comprehensive community-based delivery system is designed to maximize utilization of existing resources to provide a continuum of services to learning disabled adults thereby improving employability skills and closing the gaps in service which currently exist.

11. TECHNICAL METHODS:

    A. Develop a comprehensive transitional program which features an Assessment Lab coupled with a Psychology of Career Adjustment course to provide the learning disabled adult with comprehensive assessment, career guidance, and placement services.
    B. In-service training program and materials designed especially for professionals who work with learning disabled adults.

12. ANTICIPATED OUTCOMES:

    The project will attempt to integrate disabled students with their non-disabled peers. The educational, job training, and employment needs of the learning disabled will be addressed, and professionals working with this population will be made more aware of available information regarding learning disabled adults' specific needs and appropriate intervention strategies. This program will have ramifications for existing delivery systems on both the state and national levels.

ILLINOIS

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Helping Hand Rehabilitation Center Supported Work Program"

3. SPONSORING AGENCY: Helping Hand Rehabilitation Center

4. GRANT NUMBER: G008530064

5. CONTACT PERSON: Fred Peters
Helping Hand Rehabilitation Center
9649 West 55th Street
Countryside, IL 60525
(312)352-3580

6. IMPACT (Number of Students): 40

7. FEDERAL AWARD: $3,580

8. PROJECT DURATION (mos): 12

9. DATE OF IMPLEMENTATION: 09/01/85

10. PURPOSE:

The program will improve the transition to work for severely handicapped individuals by training the individual at the job site, offering the employer an incentive for hiring the handicapped, individualized instruction, and developing strong support services to enable job retention.

11. TECHNICAL METHODS:

The program will follow the successful supported work model in which an individual without the skills and work behaviors necessary for competitive employment is placed in an actual job earning competitive non-subsidized wages and benefits and works along side nonhandicapped co-workers. A staff member of the agency (the job coach) stays at the job site to teach the individual relevant skills and appropriate behavior until the individual is working independently.

12. ANTICIPATED OUTCOMES:

The project will develop a post-secondary education program that assists 30 severely handicapped individuals obtain and maintain competitive employment. The agency's established publicity network will disseminate information about the program to a large population. Program staff will also conduct a seminar to assist other agencies to replicate.

MISSOURI

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Community Based Training"

3. SPONSORING AGENCY: Rehabilitation Institute

4. GRANT NUMBER: G008530089

5. CONTACT PERSON:
   Robert Atkins
   Rehabilitation Institute
   3011 Baltimore Avenue
   Kansas City, MO 64108
   (816)756-2250

6. IMPACT (Number of Students): 20

7. FEDERAL AWARD: $47,892

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

    The Rehabilitation Institute of Kansas City, Missouri is proposing to enhance the quality of occupational skill training and ease the transition from school to work for participants in its existing facility-based training programs by developing community-based training sites in area businesses and industries to facilitate, encourage, and coordinate the post-secondary training of handicapped participants in a non-handicapped environment.

11. TECHNICAL METHODS:

    Project services will include site development, job coaching/training, case management, placement preparation, and assistance, 90-day follow-up services, program evaluation, distribution of evaluation data, fiscal management, and staff supervision.

12. ANTICIPATED OUTCOMES:

    The participants for the community based component will be referrals from the Missouri Division of Vocational Rehabilitation who are enrolled in the Rehabilitation Institute's facility-based training programs. The project will serve as a demonstration of the feasibility of the program design with the diverse handicapped population the Institute serves.

NEBRASKA

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Educational Center for Disabled Students"

3. SPONSORING AGENCY: University of Nebraska-Lincoln

4. GRANT NUMBER: G008530067

5. CONTACT PERSON: Martin Bradley Munn
Handicapped Services
103 Teachers College
Lincoln, NE 68588-0437
(402)472-3417

6. IMPACT (Number of Students): 50

7. FEDERAL AWARD: $108,907

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 08/01/85

10. PURPOSE:

To establish an "Educational Center for Disabled Students" designed to allow the disabled college student to take advantage of his/her education.

11. TECHNICAL METHODS:

A. To aid students through the use of computers with adaptive devices to achieve their educational objectives.
B. To develop a center to provide assistance to University of Nebraska handicapped students, prospective students and their parents concerning current computer technological applications for their particular needs.
C. To develop tutoring and other educational resources for aiding the otherwise academically qualified students with disabilities.
D. To build a base program that could be expanded through grants from other agencies and the federal government.

12. ANTICIPATED OUTCOMES:

The center will provide services to over 50 students in terms of computer assisted programs, evaluation of student needs and capabilities, computer tutoring, etc.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Project Match (Metropolitan Area Transition Clearinghouse)"

3. SPONSORING AGENCY: Long Island University

4. GRANT NUMBER: G008530088

5. CONTACT PERSON: Bob Nathanson, Ed.D.
Long Island University-Brooklyn Campus
University Plaza
Brooklyn, NY 11201
(718)403-1044

6. IMPACT (Number of Students): 357

7. FEDERAL AWARD: $102,990

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/85

10. PURPOSE:

To design, demonstrate and disseminate a model employment linkage program that will provide transition and job linkage services to two- and four-year college graduates who have physical, emotional and hearing disabilities.

11. TECHNICAL METHODS:

The two-year project will:
A. develop a consortium of colleges and universities in the NYC metropolitan area focusing on employment problems of recent college graduates who are disabled.
B. develop a data-based clearinghouse linking employees with disabled graduates seeking employment.
C. provide unemployed recent disabled graduates with information and services.
D. provide colleges and universities in the area with information and services to their effectiveness in providing disabled graduates who are better prepared for employment.
E. disseminate project outcomes and products encouraging utilization and replication of demonstrated model.

12. ANTICIPATED OUTCOMES:
It is anticipated that 357 disabled students will be assisted in their transition from college to work, e.g., employers will be able to locate and recruit disabled graduates.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Career Skills Upgrading Project"

3. SPONSORING AGENCY: Human Resources School

4. GRANT NUMBER: G008530056

5. CONTACT PERSON:
John T. Plamer
Adult and Continuing Education
Human Resources School
Searington Road
Albertson, NY 11507
(516)747-5400

6. IMPACT (Number of Students): 135

7. FEDERAL AWARD: $87,212

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 01/01/85

10. PURPOSE:

The purpose of the Short Term Career Skills Upgrading Project is to provide training in course content in a special curriculum built around the themes of knowledge of self, knowledge of self in relation to the world of work and knowledge of self as a worker.

11. TECHNICAL METHODS:

This generic skills program will be offered as part of a "reverse mainstreamed" adult education program, 2 to 4 evenings per week over a thirty week period. In addition, the project will have a heavy involvement of a Business Advisory Committee in identifying the three hi-tech job clusters for which training will be developed, providing work simulation training materials for use in this training, and in providing short term contracts for work experiences to be conducted as part of the abilities program.

12. ANTICIPATED OUTCOMES:

Thirty disabled individuals and fifteen non-disabled individuals (displaced homemakers and midlife career crisis individuals) will be trained each year. A seventy-five percent placement rate will be achieved with participants placed in upgraded competitive jobs.

MINNESOTA

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Learning Disabled College Writers Project"

3. SPONSORING AGENCY: University of Minnesota

4. GRANT NUMBER: G008530086

5. CONTACT PERSON: Terence Collins, Ph.D.
University of Minnesota
106 Nicholson Hall
Minneapolis, MN 55455
(612)376-1672

6. IMPACT (Number of Students): 72

7. FEDERAL AWARD: $77,018

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 08/01/85

10. PURPOSE:

To develop, test, implement, evaluate, and disseminate a varied-media curriculum in writing for mainstreamed learning disabled post-secondary students, with transition-to-work orientation.

11. TECHNICAL METHODS:

The work plan is directed toward creating mainstreamed curriculum and service adaptions within the budgetary and programmatic reach of existing resources in typical post-secondary settings. Those curricular developments will focus on creating mainstream writing course methods primarily through the use of microcomputers with word-processing software; also through: voice synthesizers, and text editing features; using audio and video taping at key steps in the writing process; using peer groups; using dictation and transcription; and using traditional classroom methods. Participants will be assisted in career exploration; will explore technology's enabling workplace role through informational interviews; and will bring career goals and technology needs to bear on academic planning.

12. ANTICIPATED OUTCOMES:

The major outcome is to create generic writing curricula which are replicable in other post-secondary settings.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "The Center: An Innovation in Providing Entry to Post-Secondary Education for Handicapped Students"

3. SPONSORING AGENCY: C.U.N.Y. Graduate School

4. GRANT NUMBER: G008530063

5. CONTACT PERSON:
Alan Gardner
CUNY Graduate School
33 West 42nd Street
New York, NY 10036
(212)790-4239

6. IMPACT (Number of Students): 7,000

7. FEDERAL AWARD: $72,121

8. PROJECT DURATION (mos): 12

9. DATE OF IMPLEMENTATION: 08/01/85

10. PURPOSE:

To provide a permanent site in New York City to which young people, both in-school and out-of-school, will be able to obtain education and career education.

11. TECHNICAL METHODS:

The project will establish a center which will provide:

A. visits to participants in both general and special services of the Center.
B. training of the students' parents as advocates for postsecondary education.
C. work with school and other agency counselors to enable them to better meet the students' needs.

12. ANTICIPATED OUTCOMES:

The Center and program will provide services to 1500 persons who have graduated in the past two years; 700 persons who left school without graduating within the last two years, and 5000 persons in their last two years of high school as well as serve as a model elsewhere.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Learning How to Learn: Model High School/College Linkage to Expand Higher Education Opportunities for Learning Disabled Students"

3. SPONSORING AGENCY: Long Island University

4. GRANT NUMBER: G008530085

5. CONTACT PERSON:
Dr. Pearl Seidenberg
Department of Special Education
C. W. Post Campus--Long Island University
Greenvale, NY 11548
(516)299-2132

6. IMPACT (Number of Students): N/A

7. FEDERAL AWARD: $102,990

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 09/01/85

10. PURPOSE:

To develop, demonstrate and disseminate a model, transitional post-secondary preparation program, which will expand opportunities in higher education for learning disabled students.

11. TECHNICAL METHODS:

To develop a model program by focusing on the development of collaborative linkages between secondary and post-secondary school personnel, parents and learning disabled students in order to develop and demonstrate a transition support system.

12. ANTICIPATED OUTCOMES:

Major products to be developed and disseminated include:
A. Model Program Guide describing key components.
B. Task Force Reports delineating strategies for transition preparation and support.
C. Guide for High School Personnel, Learning Disabled Students and their Parents.
D. checklist to evaluate potential college support services.

A national dissemination through the association of Handicapped Student Service Programs in Post-Secondary Education to 400 community colleges will be implemented.

OHIO

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Handicapped Student Services"

3. SPONSORING AGENCY: Wright State University

4. GRANT NUMBER: G008530087

5. CONTACT PERSON: Stephen H. Simon
133 Student Services
Wright State University
Dayton, OH 45435
(513)873-2141

6. IMPACT (Number of Students): 100

7. FEDERAL AWARD: $78,201

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 08/01/85

10. PURPOSE:

This model demonstration project will address the problem of transition to work for college students with severe/multiple disabilities.

11. TECHNICAL METHODS:

A. Disabled students will increase their career awareness by participating in a nontraditional career planning process;
B. Participants will gain work experience by engaging in cooperative education, part-time, and/or summer employment;
C. Linkages will be established with major employers;
D. An innovative model of career planning and placement services will be designed and disseminated.

12. ANTICIPATED OUTCOMES:

A. A multi-faceted, non-traditional career planning process will be developed and validated.
B. Project participants will have work experience to validate their career choices.
C. At least 15 major employers will be sensitized and trained to accommodate employees with severe/multiple disabilities.
D. Colleges and universities will have a comprehensive and innovative model to follow in providing career planning and placement services for severely/multiply disabled students.

OHIO

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Using Job Clubs to Assist in the Transition to Work of Postsecondary Handicapped Students"

3. SPONSORING AGENCY: National Center for Research in Vocational Education

4. GRANT Number: G008530058

5. CONTACT PERSON:
James P. Lang, Ph.D.
National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614)486-3655

6. IMPACT (Number of Students): 75

7. FEDERAL AWARD: $84,400

8. PROJECT DURATION (mos): 12

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

The purpose of this project is to demonstrate the benefits of a unique model - the job club for disabled individuals - for providing support needed by handicapped persons in their transition from postsecondary school to work.

11. TECHNICAL METHODS:

The approach used in the project involves subcontracting with three of fourteen interested community colleges to operate examples of the model handicapped student job club.

12. ANTICIPATED OUTCOMES:

The project will immediately affect 75 postsecondary handicapped students (25 at each college) and, through the dissemination of finding efforts, has the potential to affect all such students enrolled at postsecondary institutions in the years to come.

PENNSYLVANIA

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Post-Secondary Transitional Program"

3. SPONSORING AGENCY: Vanguard School

4. GRANT NUMBER: G008530060

5. CONTACT PERSON:
Jacque Murray
Vanguard School
P.O. Box 730
Paoli, PA 19301
(215)296-6753

6. IMPACT (Number of Students): 10

7. FEDERAL AWARD: $75,000

8. PROJECT DURATION (mos): 10

9. DATE OF IMPLEMENTATION: 09/04/85

10. PURPOSE:

To develop a program through which the transition of handicapped students are eased into work and/or post-secondary academic or vocational programs.

11. TECHNICAL METHODS:

In order to develop and implement a program dealing with the ease of transition for the handicapped, Vanguard will utilize its proven method of curriculum development which will include: hiring 3 program staff members (master teacher, work placement person and adjustment counselor); implementing assessment procedures for IEP development including a transitional component; and developing materials to supplement their coursework and to help remediate any deficits in basic competencies. In short, the program will provide students in an academic and work situation the support and help they need to be successful.

12. ANTICIPATED OUTCOMES:

The project plans to involve 10-15 handicapped students in this 10 month project, after which the program would be adopted by the Vanguard School as an ongoing program.

WISCONSIN

ABSTRACT

1. COMPETITION NUMBER: 84.078C

2. TITLE: "Project ASSIST (Adult Services Supporting Instruction and Survival Tactics)"

3. SPONSORING AGENCY: University of Wisconsin

4. GRANT NUMBER: G008530061

5. CONTACT PERSON: Connie Dalke, Ph.D.
Department of Special Education
2023 Roseman Building
800 West Main Street
Whitewater, WI 53190
(414)472-4788

6. IMPACT (Number of Students): 220

7. FEDERAL AWARD: $53,555

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 09/15/85

10. PURPOSE:

The main goal of Project ASSIST is to increase the likelihood that L.D. students will complete their college degree & become gainfully employed.

11. TECHNICAL METHODS:

Project ASSIST will be implemented through a model demonstration center and through a series of ASSIST training workshops. The four components of the project, that also serve as the principal objectives of the proposal, are: (1) administration of the project, (2) demonstration for the development and demonstration of direct services to the target population and the production of an Operations and Management Guide detailing the ASSIST approach, (3) Dissemination of project results through a series of workshops, among other activities, and (4) evaluation.

12. ANTICIPATED OUTCOMES:

The model provides services to assist clients in completing post secondary education and in finding a job after graduation. The project expects, over two years, to provide direct services to approximately 80 learning disabled college students, to train 30 college pupil personnel, and disseminate information to a number of local, state, and national organizations concerned with post secondary education for the learning disabled.

84.128A Rehabilitation Services - Special Project

ARIZONA

ABSTRACT

1. COMPETITION NUMBER: 84.128A

2. TITLE: "Olta' doo Naa Nishji (School to Work)

3. SPONSORING AGENCY: Navajo Vocational Rehabilitation Project

4. GRANT NUMBER: G008435113

5. CONTACT PERSON: Elmer J. Guy
Navajo Vocational Rehabilitation Program
P.O. Box 1420
Window Rock, Arizona 86515-1420
(602)871-5076 or 871-6338

6. IMPACT (Number of Students): 210

7. FEDERAL AWARD: $124,707

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

The purpose of this project is to ensure that handicapped Navajo youth leave school with marketable skills and with opportunities for post-secondary training and employment, including access to a handicapped job hotline.

11. TECHNICAL METHODS:

A. Development of an Interagency Planning/Action Committee.
B. Conduct a survey of recent special education graduates and school leavers plus area employers regarding jobs available to serve as the data base for a computerized Handicapped Job Hotline.
C. Evaluate all students pre/post training to evaluate vocational knowledge and skills.
D. Revision of student IEP's to include vocational goals.
E. Provision of career counseling for students and in-service training for school personnel.
F. Development of a curriculum model for career education.

12. ANTICIPATED OUTCOMES:

A. Documented progress toward improving access for handicapped youth to community resources.
B. Establishment of a formal means of monitoring the training sequence for handicapped youth.
C. Organization of community resources toward facilitation of employment of handicapped youth.

CALIFORNIA

ABSTRACT

1. COMPETITION NUMBER: 84.128A

2. TITLE: "Youth Employment: Transition from School to Work"

3. SPONSORING AGENCY: San Diego State University Foundation

4. GRANT NUMBER: G008435102

5. CONTACT PERSON: Patricia Patton/Ian Pumpian
6505 Alvarado Road
Suite 207
San Diego, CA 92120
(619)229-2462

6. IMPACT (Number of Students): 60

7. FEDERAL AWARD: $144,000

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

A service delivery model is being developed which includes instructional, training and employment strategies, coordination of school and adult service agency efforts to secure the meaningful involvement of students, parents and families, school and post-school personnel, and employers and employees to facilitate the transition of moderately and severely handicapped youth from secondary school settings to a wide variety of productive, supportive and integrated work and community environments.

11. TECHNICAL METHODS:

A. IEP teams and families working to develop and implement individual vocational preparation plan as part of each student's IEP.
B. Work with families to develop/implement an individualized employment support/maintenance plan as part of each student's IWRP/IHP.
C. Cooperatively-developed (school district, the community college and voc. rehab. units with families, employers and others) Individualized Work Transition Plan.
D. Development of a Transition Task Force.
E. Planning and development of project operational policy, intervention, evaluation, and dissemination strategies through coordination of Project Advisory Committee, Project Management Team, and Project Transition Task Force.

12. ANTICIPATED OUTCOMES:

Utilization of several strategies to insure substantiated project findings impact services for severely disabled persons and their families.

MARYLAND

ABSTRACT

1. COMPETITION NUMBER: 84.128A
2. TITLE: "Goodwill Industries' Special Projects for Severely Handicapped"
3. SPONSORING AGENCY: Goodwill Industries of America, Inc.
4. GRANT NUMBER: G008435145
5. CONTACT PERSON: Jack W. Scott
   Goodwill Industries of America, Inc.
   9200 Wisconsin Avenue
   Bethesda, Maryland 20814
   (301)530-6500
6. IMPACT (Number of Students): 250
7. FEDERAL AWARD: $234,325
8. PROJECT DURATION (mos): 36
9. DATE OF IMPLEMENTATION: 10/01/84
10. PURPOSE:

    Work with local school districts, local vocational rehabilitation offices, local McDonalds restaurants and local Naugles restaurants in ten American communities, the following services will be offered: pre-employment services, job training, and job placement to appropriate severely handicapped persons.

11. TECHNICAL METHODS:

    A. Establishment of an Advisory Council.
    B. Identification of employment opportunities.
    C. Identification of a pool of clients.
    D. Employment training programs conducted for clients.
    E. Training coordinator assigned to each job site.
    F. Placement of client on the job for which s/he was trained.
    G. Monitored client work performance.

12. ANTICIPATED OUTCOMES:

    To train and place a minimum of 250 severely handicapped people in employment in the private sector, emphasizing entry level jobs in the Food Service and Hotel/Motel industry.

VIRGINIA

ABSTRACT

1. COMPETITION NUMBER: 84.128A

2. TITLE: "Valley Transitional School Project"

3. SPONSORING AGENCY: Virginia Dept. of Rehabilitation Services

4. GRANT NUMBER: G008435099

5. CONTACT PERSON:
George Drummond
Valley Transitional School Project
Rt. 1
Box 255
Fishersville, VA 22939
(703)885-0088

6. IMPACT (Number of Students): 75

7. FEDERAL AWARD: $93,250

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 01/01/84

10. PURPOSE:

This project provides comprehensive rehabilitation and educational services to severely disabled students (ages 16-22), especially the Educable Mentally Retarded and the Trainable Mentally Retarded, which will enable them to make the transition from school to gainful employment.

11. TECHNICAL METHODS:

A. Develop and implement a multi-agency comprehensive assessment module.
B. Provide sample work experiences for students.
C. Develop a community-based curriculum.
D. Organize a parent/employer advisory group.
E. Develop and implement an inservice training module for school personnel and DRS staff and an awareness model for parents and employers.
F. Determine the effect of this project on the drop-out rate of disabled students.
G. Evaluate the project and make a report with recommendations to the cooperating agencies.
H. Develop and disseminate a replicable project model to rural school districts.

12. ANTICIPATED OUTCOMES:

Overall benefits to the three school systems (Augusta Co., Staunton City & Waynesboro City), the VA Dept. of Rehab. Services, and the community at-large will be better trained, employed students with a reduced drop-out rate.

VIRGINIA

ABSTRACT

1. COMPETITION NUMBER: 84.128A

2. TITLE: "Special Project and Demonstration to Provide Vocational Rehabilitation Services to Severely Disabled Individuals"

3. SPONSORING AGENCY: Virginia Dept. for Visually Handicap V. R. Services

4. GRANT NUMBER: G008435098

5. CONTACT PERSON:
Philip Mertz
Virginia Department f/t Visually Handicapped
397 Azalea Avenue
Richmond, VA 23227-3697
(804)264-3142

6. IMPACT (Number of Students): 20

7. FEDERAL AWARD: $77,640

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To enable blind student/clients to make a smooth transition from the classroom to employment by providing a mechanism to allow them to participate fully in computer-related courses, and providing meaningful work experiences, job placements and follow-up services.

11. TECHNICAL METHODS:

A. Eligible student/clients will be identified, placing highest priority on serving the most severely disabled clients first.
B. A formal cooperative agreement will be negotiated between the VA Community College System and the VA Dept. for the Visually Handicapped.
C. Adaptive equipment will be placed in selected classrooms in each of the six regional offices across the state.
D. The VR Counselor will serve as the primary liaison between VR, the client, and the educational institution.
E. Implementation of a work-experience phase in computer assisted occupations, including a training wage.
F. Implementation of a job placement phase.
G. Follow-up services.

12. ANTICIPATED OUTCOMES:

Computer-related courses at community and four-year colleges throughout VA will be accessible to blind and visually impaired individuals, thereby assuring this population equal employment opportunity.

84.158A Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Projects

CALIFORNIA

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "On-Site Employment Training for Handicapped Students Ages 17-22"

3. SPONSORING AGENCY: Richmond Unified School District

4. GRANT NUMBER: G008430117

5. CONTACT PERSON:
Robert Gaylord-Ross
Employment Retention Program
Richmond Unified School District
2465 Dolan Way
San Pablo, CA 94806
(415)724-4657

6. IMPACT (Number of Students): 200

7. FEDERAL AWARD: $203,234

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 01/01/85

10. PURPOSE:

To develop a placement and training program for mildly-severely handicapped youth designed to maintain long-term placement.

11. TECHNICAL METHODS:

200 youths (17-22 years old) will participate in a program employing the trainer-advocate model in which SS are placed on jobs and trained to job specification identified by job analysis. Trainer advocates will use applied behavior analysis featuring task analysis for social and job skills.

Trainees will be taught to self-record their performance and supervision will be faded. A career education role modeling procedure with successful disabled workers will be used to increase trainee motivation.

12. ANTICIPATED OUTCOMES:

Handbook of project procedures; conference presentations.

CALIFORNIA

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "Secondary Education and Transitional Services for Handicapped Youths"

3. SPONSORING AGENCY: Whittier Union High School District Career Assessment: Placement Center

4. GRANT NUMBER: G008430105

5. CONTACT PERSON: Dan Hulbert
Rehabilitation Services Administrator
Career Assessment and Placement Center
9401 South Painter Ave.
Whittier, CA 90605
(213)698-8121 Ext. 307

6. IMPACT (Number of Students): 415

7. FEDERAL AWARD: $220,074

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 01/01/85

10. PURPOSE:

The project proposes to develop a model program to assist secondary handicapped youth in the transition from school to work by expanding the services of an existing Career Assessment and Placement Center, evaluating the effectiveness of these services, and implementing a dissemination program.

11. TECHNICAL METHODS:

During each year of the project, 415 students will receive services that include appropriate identification, intervention, IEP development, supplementary services, and parent-family participation. Service components include: (1) vocational evaluation; (2) work adjustment; (3) employment preparation, job development, and placement; (4) vocational counseling; (5) independent living skills.

12. ANTICIPATED OUTCOMES:

Five manuals of dissemination materials intended to facilitate replication of the project will be compiled and field tested. Topics correspond to each of the five service components.

COLORADO

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "Comprehensive Transition Training for Severely Handicapped Students"

3. SPONSORING AGENCY:

4. GRANT NUMBER: G008430114

5. CONTACT PERSON:

Dennis Mithaug, Ph.D.
Dean, School of Education
University of Colorado
School of Education
P.O. Box 7150
Colorado Springs, CO 80933-7150
(303)593-3114

6. IMPACT (Number of Students): 50

7. FEDERAL AWARD: $122,261

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 01/01/85

10. PURPOSE:

To increase movement of moderately, severely, and profoundly retarded students from school and home to independent living and work situations.

11. TECHNICAL METHODS:

50 moderately, profoundly, retarded SS (14-22 years old) will participate in training designed to promote generalization of independent functioning in school, independent living, supported work, and competitive employment. Objective criteria for movement from prevocational, vocational, and independent living environments into supported and/or competitive work environments will be identified.

12. ANTICIPATED OUTCOMES:

Project manuals detailing implementation procedures; inservice workshops demonstrating model's methods, materials, and strategies.

DISTRICT OF COLUMBIA

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "City Lights Project to Assist Emotionally and Educationally Handicapped Youth Transition from School to Work & From Dependence to Independence"

3. SPONSORING AGENCY: Academy for Educational Development

4. GRANT NUMBER: G008430107

5. CONTACT PERSON: Paul Bucci, Ph.D.
Academy for Educational Development
1255 23rd Street, N.W.
Washington, DC 20037
(202)862-1900

6. IMPACT (Number of Students): 1,000

7. FEDERAL AWARD: $207,082

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/03/84

10. PURPOSE:

To develop a demonstration program to assist seriously emotionally and educationally handicapped students to make the transition from school to work and from dependence to independence.

11. TECHNICAL METHODS:

Within an existing day program, the comprehensive competencies program (instructional software, texts, and audiovisual materials for increasing academic and functional competency) will be employed. Collaborative arrangements with local agencies will be negotiated for transitional support services to program graduates. A work study program will be implemented, work sites established and students placed in paid employment. Student and family therapy will also be provided.

12. ANTICIPATED OUTCOMES:

Project evaluation reports, journal articles, and conference presentations.

DISTRICT OF COLUMBIA

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "International Association of Machinists and Aerospace Workers National Demonstration Model for Transitional Services for Handicapped Youths"

3. SPONSORING AGENCY: International Association of Machinists and Aerospace Workers

4. GRANT NUMBER: G008430108

5. CONTACT PERSON:

Charles E. Bradford
Director of Apprenticeship, Employment and Training Program
International Association Machinists Apprenticeship Employment
1300 Connecticut Ave., NW
Washington, DC 20036
(202)857-5173

6. IMPACT (Number of Students): 50

7. FEDERAL AWARD: $209,988

8. PROJECT DURATION (mos): 12

9. DATE OF IMPLEMENTATION: 11/01/84

10. PURPOSE:

To promote the transition from classroom to workplace for students with disabilities by 1) providing vocational and on-the-job training; 2) developing work experience opportunities; 3) placing 50 handicapped students in permanent full time competitive employment following OJT; and 4) providing on-site follow up to participants and employers.

11. TECHNICAL METHODS:

Services to include assistance with job development, job search, vocational counseling, diagnostic assessment, and job placement. Cooperation with projects with industry network (local employers and unions) and with local education and rehabilitation agencies.

12. ANTICIPATED OUTCOMES:

Articles in professional and business publications; conference and seminar presentations.

HAWAII

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "Secondary School/Post Training Employment Transition Service Demonstration Model for Handicapped Students"

3. SPONSORING AGENCY: University of Hawaii

4. GRANT NUMBER: G008430118

5. CONTACT PERSON:
Robert Stodden, Ph.D.
Associate Professor
University of Hawaii
Department of Special Education
1776 University Ave.
Honolulu, HI 96822
(808)948-7956

6. IMPACT (Number of Students): 800

7. FEDERAL AWARD: $243,128

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

To increase availability and quality of transition services for moderately handicapped students through systematic case management and to prepare handicapped students for transitional readiness and service providers for acceptance of handicapped students.

11. TECHNICAL METHODS:

Job coaches will provide 30+ students (15-22 years old) with onsite job training and counseling in work skills, habits, problem solving, and interpersonal communication. Family/employer liaisons and community/school representatives will focus on school IEP transition planning work-study participation, and postsecondary vocational program coordination. Secondary school curriculum will be modified based on criteria of ultimate functioning.

12. ANTICIPATED OUTCOMES:

Project brochures, procedural guides for transition for parents, adult services resource guides, inservice training materials, vocational curriculum task adaptations, ecological assessment instrument to define compatibility variables in secondary and postsecondary environments.

INDIANA

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "Community Based Model for Public School Exit and Transition to Employment

3. SPONSORING AGENCY: Indiana University Foundation

4. GRANT NUMBER: G008430112

5. CONTACT PERSON:
Lewis Pulsgrove, Ph.D.
Center for Innovation in Teaching the Handicapped (CITH)
2805 East 10th St.
Suite 150
Bloomington, IN 47405
(812)335-5849

6. IMPACT (Number of Students): 150

7. FEDERAL AWARD: $193,260

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 11/01/84

10. PURPOSE:

To develop, evaluate, and replicate a transitional service model linking rehabilitation centers and public schools in preparing moderately and severely handicapped youth to obtain and maintain competitive employment.

11. TECHNICAL METHODS:

Project will focus on: (1) determining specific vocational and interpersonal skills needed in identified employment environments; (2) identifying and validating a training sequence specifying roles of special education and rehabilitation center; and (3) implementing individualized training programs.

12. ANTICIPATED OUTCOMES:

Conference presentations, publications, and replicable model.

MARYLAND

ABSTRACT

1. COMPETITION NUMBER: 84.158A
2. TITLE: "Refine, Validate, and Disseminate for Replication a Post Secondary Project Serving Autistic Persons in Nonsheltered Community Work Environment"
3. SPONSORING AGENCY: Community Services for Autistic Adults & Children, Inc.
4. GRANT NUMBER: G008430115
5. CONTACT PERSON:
   Patricia Juhrs
   Executive Director
   Community Services for Autistic
   Adults and Children, Inc.
   751 Twinbrook Parkway
   Rockville, MD 20851
   (301)762-1650
6. IMPACT (Number of Students): 180
7. FEDERAL AWARD: $187,062
8. PROJECT DURATION (mos): 36
9. DATE OF IMPLEMENTATION: 07/01/84
10. PURPOSE:

    To develop and validate a model postsecondary program providing transitional school to work services to 43 adolescents and adults with autism.

11. TECHNICAL METHODS:

    SS will be placed directly into community competitive job site and given on the job instruction in necessary travel, interpersonal, and vocational skills. Training will also be provided in daily living skills in the community based group home and in the community itself. Supportive services will be gradually faded, although job performance will be monitored. Parent and sibling involvement on interdisciplinary team will be encouraged and families provided with specific training regarding clients.

12. ANTICIPATED OUTCOMES:

    Film showing effective educational and behavioral intervention leading to successful employment. Handbooks on nonsheltered training model, incentives to employers, job placement procedures, and methods.

NEW MEXICO

ABSTRACT

1. COMPETITION NUMBER: 84.158A
2. TITLE: "A Continuum of Coordinated Transition Services for the Developmentally Disabled in a Large Rural Area"
3. SPONSORING AGENCY: Las Cumbres Learning Services, Inc.
4. GRANT NUMBER: G008430111
5. CONTACT PERSON: Patricia Tompkins-McGill, Ph.D.
   Executive Director
   Las Cumbres Learning Services, Inc.
   P.O. Box 663
   Los Alamos, NM 87544
   (505)662-4323
6. IMPACT (Number of Students): 135
7. FEDERAL AWARD: $196,930
8. PROJECT DURATION (mos): 36
9. DATE OF IMPLEMENTATION: 11/01/84
10. PURPOSE:

    To develop and demonstrate a continuum of transition services to promote competitive and supported employment for developmentally disabled secondary and postschool age youth residing in a rural, socioeconomically depressed region.

11. TECHNICAL METHODS:

    Approaches will feature (1) public awareness, educational and needs assessment; (2) vocational assessment/evaluation; (3) bilingual vocational training curricula; (4) on-going vocational training; (5) on-going paid employment in a regular work setting; (6) independent and semi-independent living; and (7) support services to families.

12. ANTICIPATED OUTCOMES:

    Conference presentations, articles in professional publications, and training curricula for use in English or Spanish.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "Transition of Severely Disabled Youth From School to Work: A Demonstration Model"

3. SPONSORING AGENCY: Human Services Center

4. GRANT NUMBER: G008430110

5. CONTACT PERSON:
   Jessica Swirsky
   Project Coordinator
   Human Resources Center
   I.U. Willets Road
   Albertson, NY 11507
   (516)747-5400 ext. 1239

6. IMPACT (Number of Students): 150

7. FEDERAL AWARD: $199,428

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

    To demonstrate the effectiveness of a model featuring a non-profit vocational rehabilitation agency as a "broker" of employment-directed community services to non-college bound severely disabled youth (physically disabled, learning disabled, educable retarded, emotionally disturbed and sensory impaired). College-bound physically disabled youth also are provided with vocational preparation services.

11. TECHNICAL METHODS:

    Community services will be integrated to provide: (1) vocational evaluations, (2) group guidance, (3) site visits to employers, (4) vocational skills training, (5) socialization skills training, (6) speakers bureau/career awareness programs, (7) shadowing experiences, (8) job hunting skills, (9) work experience programs. Model incorporates early involvement of employers in advisory councils, speakers' bureaus, and mentorships.

12. ANTICIPATED OUTCOMES:

    Reports on project findings and activities.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "Project Employment: A Pilot Program to Facilitate Competitive Employment for Young Adults in NYC"

3. SPONSORING AGENCY: Young Adult Institute and Workshop

4. GRANT NUMBER: G008430119

5. CONTACT PERSON: Patricia M. Catapano, B.A.
Coordinator of Program Development
Young Adult Institute and Workshop
460 West 34th Street
New York, NY 10001
(212)563-7474

6. IMPACT (Number of Students): 20

7. FEDERAL AWARD: $206,600

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 05/13/85

10. PURPOSE:

    To develop and implement a model program to facilitate competitive employment of developmentally disabled young adults in transition from school to adult environments.

11. TECHNICAL METHODS:

    Project will establish liaisons between secondary education settings, service providers, and prospective employers; devise a needs assessment and curriculum for use in transitional programs, and establish a job placement bureau. Approximately 10-20 young adults will gain employment as a direct result of the project.

12. ANTICIPATED OUTCOMES:

    Conference presentations, publications, needs assessment, curriculum, management awareness training, video, and brochure.

OREGON

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "The Electronics Industry Enclave Project: A Service Demonstration Model for Post-Secondary Individuals With Severe Handicaps"

3. SPONSORING AGENCY: University of Oregon

4. GRANT NUMBER: G008430116

5. CONTACT PERSON:
   Larry E. Rhodes, Ph.D.
   Specialized Training Program
   135 Education
   University of Oregon
   Eugene, OR 97403
   (503)686-5311

6. IMPACT (Number of Students): 24

7. FEDERAL AWARD: $185,716

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

    To validate a model for employing young adults with moderate/severe mental retardation in regular industry worksites upon school graduation.

11. TECHNICAL METHODS:

    A successful program offering long-term support within the electronics industry will be replicated and field-tested in two other sites. The enclave model features a third party management strategy, industrial support, training interventions to increase job skills and behaviors, and evaluation in terms of productivity and costs of employment support. At least 16 persons will be placed in competitive employment earning an average of $300 or more per month and receiving necessary job support and required skills.

12. ANTICIPATED OUTCOMES:

    (1) Operations manual on establishing and maintaining an enclave model for severely handicapped workers within a private industry setting. (2) Training materials for staff at replication sites. (3) Reports in journals, presentation at state and national conferences.

VIRGINIA

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "Competitive Employment for Mentally Retarded Young Adults"

3. SPONSORING AGENCY: Virginia Commonwealth University

4. GRANT NUMBER: G008430106

5. CONTACT PERSON:
Paul Wehman, Ph.D.
Rehabilitation, Research and Training Center
DCU Box #2011
Richmond, VA 23284-0001
(804)257-1851

6. IMPACT (Number of Students): 50

7. FEDERAL AWARD: $242,562

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

(1) To develop a supported work model of competitive employment for mildly-severely mentally retarded youth; (2) place 16-18 mentally retarded youth into competitive employment per year; (3) demonstrate a 50-70% job retention rate; and (4) develop model individual transition plans.

11. TECHNICAL METHODS:

Fifty students will be competitively employed in three geographical areas within the state. Components of supported work approach will include: job placement (including parent involvement in appropriate job identification), job site training and advocacy (including behavior and social skill training on job site), on-going assessment (with employer feedback and student performance data), and follow-up and retention (including reduction of staff intervention at job site).

12. ANTICIPATED OUTCOMES:

Brochures, journal articles, presentation at professional conferences, slide-tape training program, and project monograph.

WASHINGTON

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "A National Project to Develop Transitional Models for Rural Individuals with Disabilities"

3. SPONSORING AGENCY: American Council on Rural Special Education
National Rural Development

4. GRANT NUMBER: G008430113

5. CONTACT PERSON: Doris Helge, Ph.D.
National Rural Development Institute
Miller Hall 359
Western Washington University
Bellingham, WA 98225
(206)676-3576

6. IMPACT (Number of Students): 30,000

7. FEDERAL AWARD: $195,426

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 09/06/84

10. PURPOSE:

    To develop a model for effective transition from school to work/community settings for rural disabled youth.

11. TECHNICAL METHODS:

    Using 13 sites of the National Rural Living Network and 100 geographically diverse rural school systems affiliated with ACRSE (American Council on Rural Special Education) the following activities will be considered: (1) partnerships created among schools, parents, community groups, and businesses to enhance employment opportunities; (2) attitude change activities directed at communities and employers; (3) input to vocational curricula from community advisory group; (4) effective rural transition models identified and disseminated; (5) family and community support systems for transition developed by parents and businesses.

12. ANTICIPATED OUTCOMES:

    Report of processes effective in different rural subcultures, booklets on transition resources, and motivating rural businesses to hire disabled workers.

WASHINGTON

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "Project Transition: Five Phase Vocational Sequence Addressing the Needs of Handicapped Drop-Outs and High Risk Secondary Level Students"

3. SPONSORING AGENCY: Seattle School District #1

4. GRANT NUMBER: G008430109

5. CONTACT PERSON:
   John Emerson, M.Ed.
   Supervisor of Career and
   Vocational Education
   Seattle School District
   815 4th Ave. N.
   Seattle, WA 98109
   (206)587-6310

6. IMPACT (Number of Students): 200

7. FEDERAL AWARD: $195,846

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 01/05/85

10. PURPOSE:

    To provide high risk and drop out students with mild handicaps (ages 16-21) a competency based career/vocational sequence leading to successful job placement and/or the completion of graduation requirements through course or GED completion.

11. TECHNICAL METHODS:

    The career preparation sequence will include five phases: (1) assessment, career awareness, work adjustment; (2) career exploration, initial vocational training, (3) career preparation, vocational training, (4) job placement, advanced vocational training, (5) follow-up.

12. ANTICIPATED OUTCOMES:

    Presentations to professional organizations and publication in professional journals.

WASHINGTON

ABSTRACT

1. COMPETITION NUMBER: 84.158A

2. TITLE: "The Continuing Education Project: A Realistic Transition Model"

3. SPONSORING AGENCY: University of Washington

4. GRANT NUMBER: G008430120

5. CONTACT PERSON: Dr. James Q. Affleck
Experimental Education Unit
University of Washington
CDMRC-10
Seattle, WA 98185
(206)543-1787

6. IMPACT (Number of Students): 1,000

7. FEDERAL AWARD: $203,464

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 07/01/84

10. PURPOSE:

To assist handicapped secondary students (ages 19-21) in making the transition from school to work through the development of a continuing (adult) education model based on daytime employment and night school curriculum.

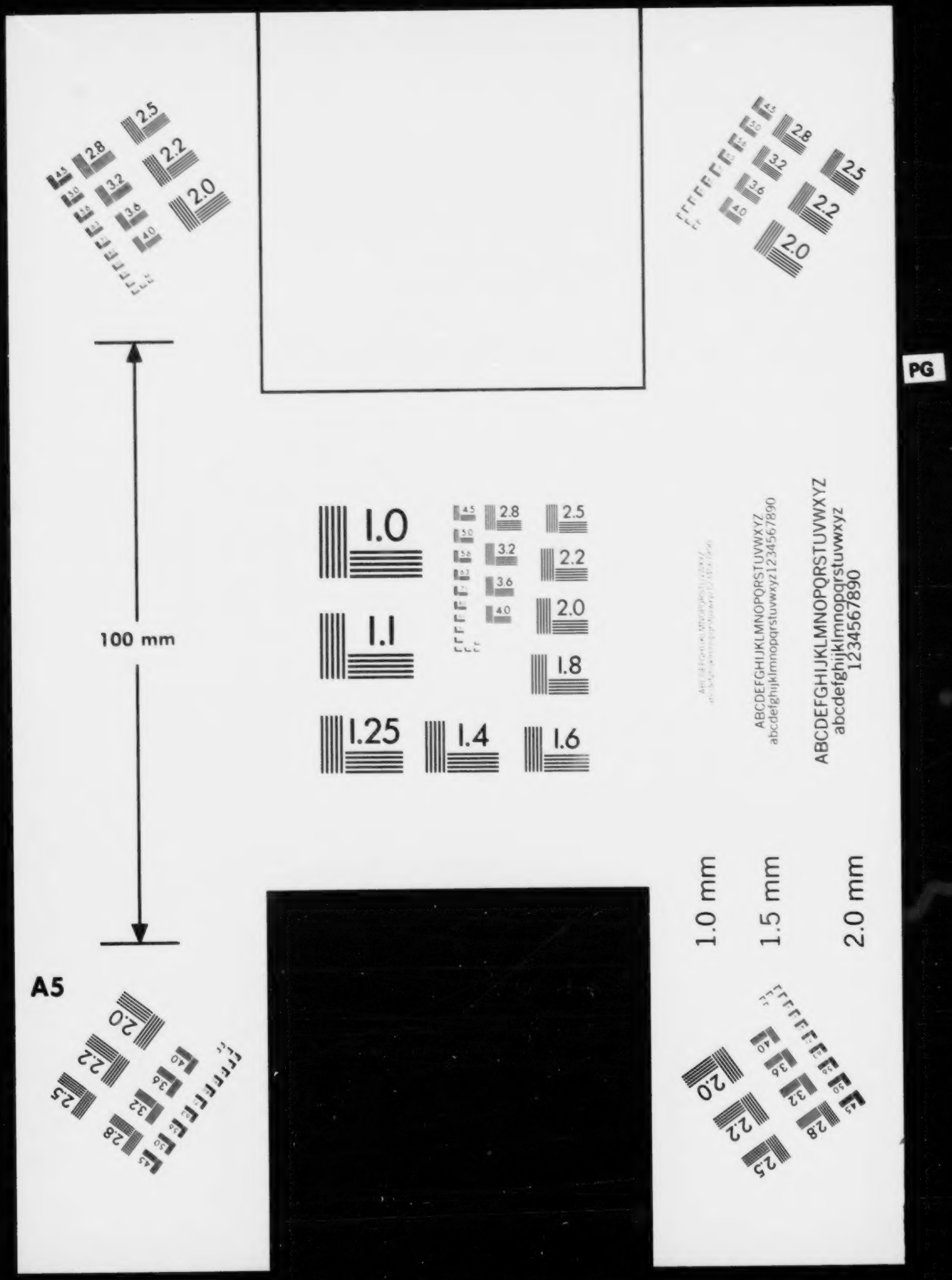
11. TECHNICAL METHODS:

Fifteen mild to moderately mentally retarded students, who have parental consent and are within one year of exiting the public school system, will serve as the initial population for development and refinement of a model, which will subsequently be replicated and refined. Comprehensive vocational evaluations and IEP goals and objectives will be completed for each student. Students must have and keep at least part-time employment during the day. The night school curriculum developed by the project will be (a) proactive (planned lessons and activities dealing with independent living skills and job seeking and maintenance skills), and (b) reactive (discussions of immediate work-related problems encountered during the day).

12. ANTICIPATED OUTCOMES:

A procedural manual that can be followed by schools seeking to replicate the model.

4


PG
A5
100 mm
1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
5.6
6.3
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm

84.158B Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services

CALIFORNIA

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "The Sonoma County Transition Project"

3. SPONSORING AGENCY: North Bay Developmental Disabilities Service, Inc.

4. GRANT NUMBER: G008430132

5. CONTACT PERSON: Gail O'Connor, Ph.D.
North Bay Regional Center
790 Sonoma Avenue
Santa Rosa, CA 95404
(707)528-6161

6. IMPACT (Number of Students): 24

7. FEDERAL AWARD: $148,902

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 01/02/85

10. PURPOSE:

The purpose of the project is to develop a model which will address the problems of identifying and providing viable solutions to the concerns over the inadequacy of community experiences and employment options for youth with developmental disabilities in their transition from school into adult life.

11. TECHNICAL METHODS:

A Coordinating Council will promote active involvement of all appropriate agencies in joint planning activities, working agreements, and individualized transition processes. Training modules will be developed for statewide use, and the model will be implemented and field tested in assisting 24 severely handicapped youth (16-21 years old) in the transition from school into a fully integrated adult life in the community.

12. ANTICIPATED OUTCOMES:

A transitional model, adaptable to various communities' needs, which will provide guidelines and/or training materials in the following areas: working agreements among local agencies designating roles and responsibilities; Individual Program Plans (IPP's) which will serve as working agreements among all agencies and individuals concerned with the subjects' lives via the utilization of current technology in the field of vocational education; support and advocacy for parents, residential care providers and/or significant others; community and employer contact and support; and a survey of local resources to aid in the comparison of options.

CALIFORNIA

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "To Build Partnerships for Transitional Support Services to Handicapped Youth"

3. SPONSORING AGENCY: Santa Barbara H.S. District

4. GRANT NUMBER: G008430134

5. CONTACT PERSON: Thomas Murphy
Director of Special Education
Santa Barbara High School Dist.
723 East Cota Street
Santa Barbara, CA 93103
(805)963-4331

6. IMPACT (Number of Students): 300

7. FEDERAL AWARD: $75,000

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 01/01/85

10. PURPOSE:

To build interagency partnerships which result in the collaborative design and delivery of programs and services which support the successful transition to adulthood by youths with handicaps.

11. TECHNICAL METHODS:

(1) A Transition Cooperative will be established and, working with parents and handicapped students will assume responsibility for transition services. The Cooperative will be composed of representatives from community service agencies (secondary and postsecondary), education/continuing education services, and local business and community leaders. (2) Assisted by members of the Transition Cooperative, a school-focused collaboration process will be implemented for reviewing and improving the employability curriculum, integrating support services with the Individual Transition Plan, and monitoring work training and experience. Intensive skill application training will be provided for parents, school staff, and volunteer senior citizens to prepare them to deliver job advocacy, job placement, job shadowing, and transition counseling services.

12. ANTICIPATED OUTCOMES:

(1) Parent/Volunteer Training Modules, (2) Special Education Employability Curriculum, and (3) Interagency Agreements.

COMMONWEALTH OF NORTHERN MARIANAS ISLANDS

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "Secondary Education and Transitional Services for Handicapped Youth Planning Project"

3. SPONSORING AGENCY: Commonwealth of Northern Marianas Islands
   Department of Education

4. GRANT NUMBER: G008430138

5. CONTACT PERSON: Josephine Guerrero-Mesta
   Department of Education
   Lower Basin
   Saipan, Commonwealth of Marianas 96950
   670-9956

6. IMPACT (Number of Students): N/A

7. FEDERAL AWARD: $131,872

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 09/03/84

10. PURPOSE:

    To plan structured secondary and postsecondary training and transition service programs for handicapped students (ages 12 and up) in the Commonwealth of the Northern Mariana Islands.

11. TECHNICAL METHODS:

    Through a series of information and data-gathering steps, meetings, and cooperative efforts among agencies and the public sector (including parent involvement), the following goals will be met: (1) identify the target population; (2) identify existing and needed resources; (3) develop programs in the area of career planning and transitional services.

12. ANTICIPATED OUTCOMES:

    Written information packages and videotape.

CONNECTICUT

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "Planning and Developing Cooperative Transitional Services for the Handicapped in Connecticut"

3. SPONSORING AGENCY: Connecticut State Department of Education

4. GRANT NUMBER: G008430133

5. CONTACT PERSON:
Lorraine Aronson
Deputy Commissioner of Education for Program and Support Services
Office of The Deputy Commissioner
P.O. Box 2219
Hartford, CT 06145
(203)566-8888

6. IMPACT (Number of Students): 5,978

7. FEDERAL AWARD: $127,500

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To develop and implement a school to work transition process for special needs students involving coordination of state and local service providers. Intra-agency agreements will be devised for four divisions within the State Department of Education: Elementary and Secondary Education, Vocational and Adult Education, Vocational Rehabilitation, and Vocational-Technical Schools.

11. TECHNICAL METHODS:

A process featuring local and regional agency teamwork in services for young adults with special needs will be developed and implemented. Inservice training and technical assistance will be provided to special education instructors, guidance personnel, parents, adult education program directors, rehabilitation officials, employment and training personnel, and others.

12. ANTICIPATED OUTCOMES:

Inservice training manuals and reports of project results.

DELAWARE

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "A Program to Coordinate the Services of DVR & DPI to Effectuate a Smooth Transition from School to Employment"

3. SPONSORING AGENCY: Delaware Division of Vocational Rehabilitation

4. GRANT NUMBER: G008430130

5. CONTACT PERSON:
Robert Snyder
Asst. Director for Client Services,
Division of Vocational Education
321 East 11th Street
L-1 Building
Wilmington, DE 19801
(302)571-2850

6. IMPACT (Number of Students): 250

7. FEDERAL AWARD: $143,968

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 09/01/84

10. PURPOSE:

To develop a model for interagency coordination of services (among home, school, and community agencies) that will better prepare handicapped youth in Delaware (ages 15-21) to move from the school environment to the work environment.

11. TECHNICAL METHODS:

At each of the five model sites chosen to represent urban, rural, and suburban community environments in Delaware, and whose students include the majority of handicapping conditions, the following activities will occur: (1) development and implementation of site-specific procedural model that effectively integrates the IEP and the Individual Written Rehabilitation Program (IWRP) into a single coordinated effort; (2) development of adequate staff inservice training modules designed to increase awareness of staff responsibilities and of the skills and behaviors needed to increase employability of handicapped people; (3) adaptation and development of vocational assessment and training procedures; (4) development of an in-depth study of available programs and job sites that relate to the training and possible employment of handicapped persons.

12. ANTICIPATED OUTCOMES:

Presentations at national and regional conferences.

DISTRICT OF COLUMBIA

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "International Association of Machinists and Aerospace Worker's National Model for Transitional Services for Handicapped Workers"

3. SPONSORING AGENCY: International Association of Machinists and Aerospace Workers

4. GRANT NUMBER: G008430128

5. CONTACT PERSON:
Charles Bradford
International Assoc. of Machinists and
Aerospace Workers
Room 912
1300 Connecticut Ave. NW
Washington, DC 20036
(202)857-5200

6. IMPACT (Number of Students): 60

7. FEDERAL AWARD: $146,970

8. PROJECT DURATION (mos): 12

9. DATE OF IMPLEMENTATION: 11/01/84

10. PURPOSE:

To plan, establish, develop, and demonstrate a vocational training and job placement program for secondary level handicapped youth that demonstrates a fully unified and coordinated approach between business, industry, labor, local education agencies, and rehabilitation systems. During its first year, the project will demonstrate the capacity of the International Association of Machinists/Projects work experience opportunities for 60 program participants, and will place 40 of them in competitive employment in the private sector in the Seattle, WA area.

11. TECHNICAL METHODS:
An outreach program will identify program participants by visiting schools and other facilities serving the handicapped. Each prospect client will begin planning by age 16. Client services will include the following: intake (identification of job readiness, educational background, special needs), diagnostic assessment and development of a personal vocational training and job placement plan; placement (including on-the-job training); and follow-up support services. Services will be fully coordinated with local components of public employment sources, public education, and vocational rehabilitation. Machinist Union resources will be used to generate employer interest and support for the program.

12. ANTICIPATED OUTCOMES:

This project will formulate a phased plan and an approach to program development which can be adapted in other program models.

DISTRICT OF COLUMBIA

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "National Transition Program Support System"

3. SPONSORING AGENCY: National Association of State Directors for Special Education

4. GRANT NUMBER: G008430129

5. CONTACT PERSON:
Dr. James Galloway
Executive Director of National Directors
Assoc. for Special Education
2021 K North West, Suite 315
Washington, DC 20006
(202)296-1800

6. IMPACT (Number of Students): 51

7. FEDERAL AWARD: $149,120

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To establish a national transition program support center designed to assess continuously the status of transition services among state agencies and assist these agencies toward the goal of providing meaningful transition services among state agencies and assist these agencies toward the goal for providing meaningful transition services for all handicapped individuals.

11. TECHNICAL METHODS:

Through the activities of (1) information collection and analysis, (2) information dissemination, and (3) technical assistance in state level planning and model program visitations, the program support center hopes to address the need to expand state cooperative program models and local level transition service programs to include other adult service providers and parents, as well as to expand transition programs to include services for severely handicapped individuals. A fourth activity uses the strengths of the professional associations of state agency service providers in influencing position attitudes toward change. The impact of project activities on service systems will be monitored and evaluated.

12. ANTICIPATED OUTCOMES:

To provide a replicable model and follow its effectiveness.

GEORGIA

ABSTRACT

1. COMPETITION NUMBER: 84.158B
2. TITLE: "Interagency Guidelines for Transition"
3. SPONSORING AGENCY: University of Georgia
4. GRANT NUMBER: G008430137
5. CONTACT PERSON: Dr. Mitylene Arnold
Program Director, Athens Unit
Georgia Retardation Center
850 College Station Road
Athens, GA 30610
(404)542-8970
6. IMPACT (Number of Students): 33,000
7. FEDERAL AWARD: $85,509
8. PROJECT DURATION (mos): 18
9. DATE OF IMPLEMENTATION: 07/01/85
10. PURPOSE:

    To develop, disseminate, and implement a cooperative model for activities among state and local educational and adult service agencies in Georgia which will facilitate effective transition planning to meet the service and employment needs of handicapped youth as they leave the public schools. Transitional planning services to be developed include: (1) identification of gaps in adult services; (2) establishment of statewide and regional level transitional planning processes; (3) coordination of transition planning among school and agency personnel, consumers, parents, and advocates.

11. TECHNICAL METHODS:

    The project consists of the phases: surveying and regional planning; developing state level guidelines; and dissemination. During the initial six months, staff will perform regional surveys, develop regional resource guides, and initiate a transitional planning process for review. During the second six months, a State task force will review the information, and specific guidelines will be developed and compiled. Finally, the guidelines will be disseminated to each regional planning team for their revision and implementation.

12. ANTICIPATED OUTCOMES:
    Georgia State guidelines for transition planning, including regional interpretations; journal articles; brochures; conference presentation.

NORTH DAKOTA

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "Special Education and Transitional Services for Handicapped Youth: A Cooperative Model for Planning and Developing Transition Services for North Dakota"

3. SPONSORING AGENCY: North Dakota Department of Public Instruction

4. GRANT NUMBER: G008430136

5. CONTACT PERSON:
Gary Gronberg
Director of Organization and Dir. of Employ., Apprenticeship, and Training
North Dakota Dept. of Public Instruction for Special Education
Capitol Building
Bismark, ND 58505
(701)224-2260

6. IMPACT (Number of Students): N/A

7. FEDERAL AWARD: $131,902

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To facilitate orderly transition of handicapped students from school to independent adult life through the design, development, and dissemination of a state-level cooperative model for transitional services in North Dakota.

11. TECHNICAL METHODS:

Four state agencies (Department of Public Instruction, State Board of Vocational Education, Developmental Disabilities Services, and Division of Vocational Rehabilitation) with primary responsibility for delivering services to handicapped persons will collaborate through an interagency steering committee to (1) design a cooperative model for planning and developing transitional services and (2) disseminate information on the model and facilitate development of local/regional plans. Phase 1 includes activities to identify the target population, describe transition-related programs/services, and review best practices in existing service delivery. Phase 2 will focus on dissemination and feedback through eight regional level workshops to special education, vocational education, vocational rehabilitation, and developmental disabilities personnel.

12. ANTICIPATED OUTCOMES:

(1) A guide/directory to state programs and services to facilitate effective use of the delivery systems; and (2) preparation of regional/local cooperative plans for transition services.

TEXAS

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "Innovative Model Project for Achieving Community Transition (Community Transition Project for Secondary School Handicapped Students)"

3. SPONSORING AGENCY: Dallas Independent School District

4. GRANT Number: G008430131

5. CONTACT PERSON: Dr. Ruth Turner
Dallas Independent School Dist.
Administrator of Special Education
3801 Herceal
Dallas, TX 75219
(214)247-0990

6. IMPACT (Number of Students): 600

7. FEDERAL AWARD: $150,000

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 08/06/84

10. PURPOSE:

To develop within the Dallas Independent School District a community transition model for severely and moderately handicapped secondary students leaving the public school system at age 21 and entering community programs or employment.

11. TECHNICAL METHODS:

A model featuring an interagency staffing team approach and parent involvement will be developed. Training will be provided to district personnel, community agency personnel, parents, and community groups regarding the importance and function of the transition model. Trial program placements will be made and follow-up performed.

12. ANTICIPATED OUTCOMES:

Planning documents, brochures, parent awareness packets, surveys, staff training packets, slide-tape and video-tape media, and policy proposals.

WASHINGTON

ABSTRACT

1. COMPETITION NUMBER: 84.158B

2. TITLE: "Reaching Employment Thru Applied Individual Learning (Retail Plan) for Handicapped Students on Military Installations"

3. SPONSORING AGENCY: Clover Park School District #400

4. GRANT NUMBER: G008430135

5. CONTACT PERSON: Wayne Spence
Clover Park School District #400
Residential Development and Management
10020 Gravelly Lake Dr. SW
Tacoma, WA 98499
(206)756-8536

6. IMPACT (Number of Students): 180

7. FEDERAL AWARD: $150,000

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To design, and implement a model comprehensive education, job training, and placement program for handicapped high school students who are dependents of military personnel. The school district and area military service support systems will individually and collaboratively provide special education services, vocational education services, rehabilitation services, and actual unsubsidized employment.

11. TECHNICAL METHODS:

Twenty to thirty high school students each year who meet the criteria for enrollment will receive: (1) initial and continuing skills assessment and an individual life plan; and (2) on-the-job training, placement, and follow-up.

12. ANTICIPATED OUTCOMES:

Articles, presentations, and written responses to information requests.

84.158C Secondary Educational and Transitional Services for Handicapped Youth: Transitional Strategies and Techniques

CALIFORNIA

ABSTRACT

1. COMPETITION NUMBER: 84.158C

2. TITLE: "Team Work Training Education and Abilities: Model to Work"

3. SPONSORING AGENCY: American Institutes for Research

4. GRANT NUMBER: G008430126

5. CONTACT PERSON:

Robert Weisgerber, Ed.D.
American Institutes for Research
Behavior Science/Technical Group
P.O. Box 113
Palo Alto, CA 94302
(415)493-3550

6. IMPACT (Number of Students): 5,000

7. FEDERAL AWARD: $193,418

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

To identify procedures and develop materials that will facilitate the learning of essential social skills that handicapped individuals must exhibit on the job. To test, refine, and publish these materials in formats tailored for 1) educators, 2) agency staff, and 3) business men and women.

11. TECHNICAL METHODS:

The 3 part dissemination approach will include:

A. commercial publication of project guide books and an Implementation Manual
B. organization and conduct of invitational state seminars
C. presentation of project findings at professional conferences as well as through publications in professional journals.

12. ANTICIPATED OUTCOMES:

This 3 part dissemination approach is intended to make the business community, the social service agency community and the secondary school community aware of the role of social skills training as part of effective school-to-work transition models.

COLORADO

ABSTRACT

1. COMPETITION NUMBER: 84.158C

2. TITLE: "A Means To Establish Self-Control"

3. SPONSORING AGENCY: University of Colorado

4. GRANT NUMBER: G008430124

5. CONTACT PERSON: James Martin, Ph.D.
School of Education
P.O. Box 7150
Colorado Springs, CO 80933-7150
(303)593-3266

6. IMPACT (Number of Students): 40

7. FEDERAL AWARD: $190,628

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 01/01/85

10. PURPOSE:

This project investigates the use of visual cues for mildly, moderately, severely, and profoundly mentally retarded persons to increase their independence.

11. TECHNICAL METHODS:

Systematic investigation of characteristics of visual clues (their type, format of presentation, complexity, duration, and rate of exposure) on 40 subjects participating in 20 studies.

12. ANTICIPATED OUTCOMES:

A. Identification of relationships between level of mental ability, visual cue characteristics, and response requirements that lead to immediate improvements in the acquisition of new skills.
B. Identification and development of instructional interventions that increase subjects abilities to use visual cues in independent acquisition, maintenance and generalization of vocational tasks.
C. Development of instructional packages that train teachers in use of visual cues.

IOWA

ABSTRACT

1. COMPETITION NUMBER: 84.158C

2. TITLE: "Impact of Generalization Training & Community Based Instrumentation of Competitive Job Placement Serving Handicapped"

3. SPONSORING AGENCY: University of Iowa

4. GRANT NUMBER: G008430122

5. CONTACT PERSON:
David Wacker, Ph.D.
Division of Developmental Disabilities
251 University Hospital School
Iowa City, IA 52242
(319)353-7322

6. IMPACT (Number of Students): 50

7. FEDERAL AWARD: $179,389

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 10/01/84

10. PURPOSE:

The major purpose is to evaluate the combined effects of generalization training and community based instruction on the vocational performance of secondary students who are severely handicapped.

11. TECHNICAL METHODS:

A. 1st year - 30 students from 2 secondary programs will receive training procedures (required skills necessary for entry into work & community settings.
B. 3rd year - 20 additional students will be selected from 2 additional school programs (one of which will be rural) for replication of the project.

12. ANTICIPATED OUTCOMES:

A. Increased adaptability by severely handicapped secondary students from generalization training.
B. Acquisition of greater independence by severely handicapped secondary students from community based instruction.
C. Placement of students into community employment settings.

KANSAS

ABSTRACT

1. COMPETITION NUMBER: 84.158C

2. TITLE: "Research Into Self-Advocacy As A Technique for Transition Into Employment & Post-Secondary Education"

3. SPONSORING AGENCY: University of Kansas

4. GRANT NUMBER: G008430125

5. CONTACT PERSON: Stephen Hazel, Ph.D.
Bureau of Child Research
206 Carruth-O'Leary
Lawrence, KS 66045
(913)864-4780

6. IMPACT (Number of Students): N/A

7. FEDERAL AWARD: $202,562

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 01/01/85

10. PURPOSE:

This three year research effort will focus on self advocacy training for mildly mentally retarded and learning disabled students during their transitions from the world of work and post secondary education. It seeks to determine the efficacy of self advocacy training in facilitating transition.

11. TECHNICAL METHODS:

A. This project will adapt existing adult self-advocacy materials, and create new materials where needed to develop a curriculum for secondary educable mentally retarded and learning disabled students.
B. Following a brief pilot test, the curriculum will be implemented in cooperating districts and its impact investigated systematically.
C. Foci of research--1) acquisition of knowledge base, 2) successful application in the school environment, 3) generalization to extra-school environments, and 4) impact of the total training program on measures related to successful transition from school.

12. ANTICIPATED OUTCOMES:

Self advocacy skills training will improve social and independent living skills and enhance student's ability to make successful adjustments to adult life.

OHIO

ABSTRACT

1. COMPETITION NUMBER: 84.158C

2. TITLE: "Teaching Social Skills Relevant to Maintenance of Employment For Mild and Moderately Retarded Youth"

3. SPONSORING AGENCY: Kent State University

4. GRANT NUMBER: G008430123

5. CONTACT PERSON: Beth Wildman, Ph.D.
Department of Psychology
Kent State University
Kent, OH 44242
(216)472-2119

6. IMPACT (Number of Students): 20, Unlimited Nationally

7. FEDERAL AWARD: $101,706

8. PROJECT DURATION (mos): 30

9. DATE OF IMPLEMENTATION: 06/01/85

10. PURPOSE:

To develop, evaluate, and refine a curriculum package and methodology for teaching on the job social skills to mildly and moderately retarded youth.

11. TECHNICAL METHODS:

Two groups of mildly and moderately retarded youth will be placed in social skills training groups designed to teach on-the-job skills. The effectiveness of training will be evaluated by group multiple base line designs. Generalization and duration of training effects will be assessed. The relevance and social validity of the skills trained will also be evaluated.

12. ANTICIPATED OUTCOMES:

Integration of "on the job" social skills by mildly and moderately retarded youth.

OREGON

ABSTRACT

1. COMPETITION NUMBER: 84.158C

2. TITLE: "Simulation Strategy As An Instructional Strategy for Transition

3. SPONSORING AGENCY: University of Oregon

4. GRANT NUMBER: G008430127

5. CONTACT PERSON: Philip Browning, Ph.D.
Division of Special Education
& Rehabilitation
Clinical Services Building
University of Oregon
Eugene, OR 97403
(503)686-3585

6. IMPACT (Number of Students): N/A

7. FEDERAL AWARD: $186,816

8. PROJECT DURATION (mos): 36

9. DATE OF IMPLEMENTATION: 01/01/85

10. PURPOSE:

    Investigation of simulation training for preparing mildly and moderately handicapped high school students for transition from school to work and community settings.

11. TECHNICAL METHODS:

    Simulation training information will be obtained from different sets of data providers using a variety of research methods and approaches including:
    A. a survey (400 teachers)
    B. observations and interviews (20 teachers)
    C. nominal group technique (10 teachers)
    D. ecological inventory
    E. group design research (60 mildly and moderately handicapped students)

12. ANTICIPATED OUTCOMES:

    A. Simulation Training Handbook designed for secondary special education & resource teachers
    B. An Interactive Video community referenced curriculum with an accompanying Teacher's Manual

C. Other project-related manuscripts to be published in professional periodicals

D. In-service training also will be conducted on simulation training along with presentations at professional conferences.

VERMONT

ABSTRACT

1. COMPETITION NUMBER: 84.158C
2. TITLE: "Longitudinal Study Of The Factors Which Affect Employment And Independent Living Status of Handicapped Youth"
3. SPONSORING AGENCY: University of Vermont
4. GRANT NUMBER: G008430121
5. CONTACT PERSON: Susan Brody-Hasazi, Ed.D.
   Department of Special Education/
   Social Work/Social Services
   405 Waterman Building
   Burlington, VT 05405
   (802)656-2936
6. IMPACT (Number of Students): 3,000
7. FEDERAL AWARD: $107,990
8. PROJECT DURATION (mos): 36
9. DATE OF IMPLEMENTATION: 10/01/84
10. PURPOSE:

    This study will contribute needed information to the growing body of knowledge concerning the transitional experiences of handicapped students following high school.

11. TECHNICAL METHODS:

    Conduct a longitudinal follow-up study over 3 years of 462 former special education students who left or graduated from high school (9 local school districts) during 1982 and 1983. Quantitative and qualitative research methods utilized.

12. ANTICIPATED OUTCOMES:

    A. The information obtained from this study will provide guidance to state and local education agencies and adult services agencies in the development and implementation of policies and procedures related to transitional services and programmatic/curricular options.
    B. This study will assist other state and local education education agencies and adult services agencies in designing/conducting similar longitudinal follow-up studies.

85.158C Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services

ARIZONA

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "MEAL (Model for Employment and Adult Services)"

3. SPONSORING AGENCY: Research and Development Training

4. GRANT NUMBER: G008530174

5. CONTACT PERSON: Dorothy Crawford, M.Ed.
2929 E. Thomas Road
Suite 208
Phoenix, AZ 85016
(602)955-2920

6. IMPACT (Number of Students): 40

7. FEDERAL AWARD: $70,000

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 06/07/85

10. PURPOSE:

The goal of the project is to develop a model which provides successful transition for persons with learning disabilities with the emphasis on optimal employment commensurate with capabilities.

11. TECHNICAL METHODS:

Specific strategies are to:
A. establish a linkage between state and local agencies,
B. interface existing programs,
C. identify levels of service needs,
D. design and provide educational/vocational career assessment,
E. improve academic functional levels,
F. develop and provide a sequence of related educational instruction regarding job skills and competencies, and independent living skills,
G. establish job and housing banks,
H. establish a job placement tracking system, and
I. conduct ongoing and summative evaluations.

12. ANTICIPATED OUTCOMES:

The proposed project is designed to plan, develop and implement a model program, with a wide spectrum of cooperating agencies for 40 handicapped students.

CALIFORNIA

ABSTRACT

1. COMPETITION NUMBER: 85.158C
2. TITLE: "Learning Independence in Varied Environments (LIVE)"
3. SPONSORING AGENCY: Stockton Unified School District
4. GRANT NUMBER: G008530186
5. CONTACT PERSON: Gerry Schwarzentraub
701 N. Madison
Stockton, CA 95202
(208)944-4034
6. IMPACT (Number of Students): 24
7. FEDERAL AWARD: $69,633
8. PROJECT DURATION (mos): 24
9. DATE OF IMPLEMENTATION: 10/01/85
10. PURPOSE:

The purpose of Project LIVE is to address the problem that service providers, parents, handicapped students and researchers have identified as primary for disabled youth, the need to be prepared to participate in a normal life which includes employment and independent living.

11. TECHNICAL METHODS:

The project will:

A. develop a curriculum,
B. implement a school-community-work based training program designed to prepare the targeted population for transition to employment and independent living, and
C. disseminate a replication package and other materials to other school districts.

12. ANTICIPATED OUTCOMES:

As a result of this project, participants will acquire employability skills, enter unsubsidized employment and become more independent. This project will promote the development of a model program which includes dynamic, relevant programming for the disabled students. Twenty-four special education students will be served initially.

DISTRICT OF COLUMBIA

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "Developing Cooperative State Models to Meet the Transitional Needs of Disabled Youth: An Inter-Agency Approach"

3. SPONSORING AGENCY: Council of Chief State School Officers/
Resource Center on Educational Equity

4. GRANT NUMBER: G008530181

5. CONTACT PERSON: Susan Bailey, Ph.D.
Council of Chief State School Officers
Suite 379
400 N. Capital Street NW
Washington, DC 20001
(202)393-8159

6. IMPACT (Number of Students): N/A

7. FEDERAL AWARD: $82,183

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

This two year project will initiate and document four comprehensive interagency models supportive of successful transition approaches and programs for disabled youth.

11. TECHNICAL METHODS:

The Council of Chief State School Officers will enlist its state members to develop programmatic, rather than merely process, models that can ensure a smooth transition and a continuum of services to disabled youth.

12. ANTICIPATED OUTCOMES

Outcomes of this project will include:
A. four individual state planning conferences,
B. four transitional services models to be developed and implemented, and
C. a report describing the models to be widely distributed for possible replication.

KENTUCKY

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "Transition Improvement Planning: Services for Youth with Handicaps"

3. SPONSORING AGENCY: Kentucky Dept. of Education

4. GRANT NUMBER: G008530327

5. CONTACT PERSON:
Dean Hite
Kentucky Department of Education
Office for Education of Exceptional Children
Capital Plaza Tower, 8th Floor
Frankfort, KY 40601
(502)564-4970

6. IMPACT (Number of Students): 23,300

7. FEDERAL AWARD: $98,658

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

The purpose of this project is to cooperatively plan and develop services equipping youth with handicaps for transition from school-age programs to community employment.

11. TECHNICAL METHODS:

Project activities will build on rather than duplicate prior planning and needs assessment efforts. This will be accomplished by analyzing existing documents and data bases at state and local levels. Project resources will support joint planning by representatives selected by the participating agencies. Local and regional data will be processed to a state task force for review, recommendation, and implementation action.

12. ANTICIPATED OUTCOMES:

A. Review and revision of existing interagency Memoranda of Agreement.
B. Develop matrices of existing and needed transition services at local and regional levels.
C. Establish specific transition service area priorities across and among agencies.

MONTANA

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "Project P.E.T. (Partners for Effective Transition)

3. SPONSORING AGENCY: Edge, Inc.

4. GRANT NUMBER: G008530188

5. CONTACT PERSON:
Sue Ann Morrow, Ph.D.
Edge, Inc.
Rural Route One
Brashear, MO 63533
(816)323-5377

6. IMPACT (Number of Students): 60

7. FEDERAL AWARD: $83,389

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 09/01/85

10. PURPOSE:

To develop and implement a model cooperative plan to insure the effective and timely transition of persons with developmental disabilities into the world of work. This plan will be developed by a planning committee consisting of adult service providers, parents, school personnel and employers and implemented through a Community Transition Center.

11. TECHNICAL METHODS:

A. A committee of school personnel, adult service providers, employers and parents will meet monthly with phone conferences as needed to identify their responsibilities in the transition process.
B. To implement identified responsibilities through a model Community Transition Center (CTC).
C. To monitor and implement these identified responsibilities to determine the effectiveness and efficiency of the cooperative plan.
D. To provide teachers and parents experiences/training involving functional activities and community-based instructional approaches.

12. ANTICIPATED OUTCOMES:
A model for utilizing community networking and interaction will be developed and implemented resulting in the successful transition of persons with developmental disabilities.

MISSOURI

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "STEEP (Skills, Training, Evaluation, Education, Placement)"

3. SPONSORING AGENCY: School District of Independence

4. GRANT NUMBER: G008530180

5. CONTACT PERSON: James Caccamo, Ph.D.
Assistant to Superintendent of Schools
c/o School District of Independence
1231 S. Windsor
Independence, MO 64055
(816)833-3433

6. IMPACT (Number of Students): 900

7. FEDERAL AWARD: $70,846

8. PROJECT DURATION (mos): 12

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

It is the goal of the project to strengthen and coordinate education, training, and related services that assist handicapped youth in the transition to competitive or supported employment, postsecondary education, vocational training, continuing education, or adult services. We are proposing a project that will serve handicapped students whose vocational needs are not now being met.

11. TECHNICAL METHODS:

Working with community employers, the project shall complete a task analysis of potential job sites. Each of these analyses will then be used to match students' needs to particular real-life jobs. In addition, the project shall link many community agencies into an interagency cooperative framework to assist handicapped students making the transition from school to work.

12. ANTICIPATED OUTCOMES:

This proposed project will provide preparatory vocational training, job site development within the community, and transitional support services for handicapped students so that they can make a successful transition from school to work in the least restrictive environment.

NEBRASKA

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "A Planning Model for the Development of Intersector Agreements and Transitional Services"

3. SPONSORING AGENCY: Educational Service Unit #9

4. GRANT NUMBER: G008530177

5. CONTACT PERSON: Barbara Elliott, Ed.S.
Director of Special Education
1117 South Street
Hastings, NE 68901
(402)463-5611

6. IMPACT (Number of Students): 180

7. FEDERAL AWARD: $68,285

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

The purpose of this project is to improve employment outcomes that are currently characterized by high unemployment rates, low wages, and dependent post-graduation living arrangements.

11. TECHNICAL METHODS:

A. Implement an Individualized Transitional Plan (ITP) process.
B. Plan and develop intersector agreements.
C. Redefine staff utilization patterns.
D. Increase parent involvement in the ITP planning-placement process.
E. Conduct ongoing program evaluation activities.
F. Work with state agencies to modify policies posing barriers to local intersector agreements.

12. ANTICIPATED OUTCOMES:

A. Increased job placement and earned income.
B. Development of replicable transitional model.
C. ITP developed for each secondary student.
D. Development of intersector agreements that increase utilization of local resources.
E. Provision of information and services to parents so they can assume an active and informed role in the transition process.

F. A longitudinal follow-up study to identify variables affecting the success of the student's transition.
G. Identification of state-level actions and modifications of state level policies and procedures facilitating development of local intersector agreements and programs.

NEW YORK

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "Transition of Learning Disabled Students from Secondary to Postsecondary Programs"

3. SPONSORING AGENCY: New York State Education Department

4. GRANT NUMBER: G008530182

5. CONTACT PERSON:
   Lawrence Gloeckler
   Assistant Commissioner
   New York State Education Department
   Room 1073 EBA
   Albany, NY 12234
   (518)474-5548

6. IMPACT (Number of Students): 100

7. FEDERAL AWARD: $65,000

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

    The intent of this proposed project is to help learning disabled students make a successful transition to the post-secondary system.

11. TECHNICAL METHODS:

    The project has two objectives:
    A. to plan and develop a cooperative model that will help learning disabled students make a successful transition to post-secondary schools.
    B. to implement and evaluate the cooperative model.
    A series of six key activities have been designed as a plan of action to achieve the goal and objectives of the project.

12. ANTICIPATED OUTCOMES:

    The goal of the project is to prepare and assist learning disabled students in the transition to the post-secondary system by strengthening the secondary program for these students through cooperative planning and intervention. The potential for full employment of learning disabled students can be increased by providing the necessary preparation and linkages to the post-secondary system.

NORTH CAROLINA

ABSTRACT

1. COMPETITION NUMBER: 85.158C
2. TITLE: "Experiential Prevocational Planning Project"
3. SPONSORING AGENCY: Employment Opportunities, Inc.
4. GRANT NUMBER: G008530179
5. CONTACT PERSON:
   Kay Holjes
   4021 Livingstone Place
   Durham, NC 27707
   (919)489-1938
6. IMPACT (Number of Students): 100
7. FEDERAL AWARD: $70,930
8. PROJECT DURATION (mos): 24
9. DATE OF IMPLEMENTATION: 09/01/85
10. PURPOSE:

    The purpose of this project is to intervene early in job planning to coordinate existing business, rehabilitative, education, and therapeutic recreation services so that students flow freely from high school to the next appropriately planned life phase.

11. TECHNICAL METHODS:

    A. Job try-out (work experience of 2-3 half-days for 4-6 weeks).
    B. Job seeking skills and experience.
    C. Leisure education and counseling.
    D. Interdisciplinary teams will be utilized to evaluate and plan for each individual.

12. ANTICIPATED OUTCOMES:

    Experiential job exploration, the unique service intended by this project, is an activity offered to aid the young student in deciding a vocational direction so that other service agencies may be more accurately and efficiently utilized and job obtainment may be maximized.

NORTH CAROLINA

ABSTRACT

1. COMPETITION NUMBER: 85.158C
2. TITLE: "Competitive Employment Through Volunteer Experiences"
3. SPONSORING AGENCY: University of North Carolina--Charlotte
4. GRANT NUMBER: G008530175
5. CONTACT PERSON: David Test, Ph.D.
   Director
   Dept. of Curriculum & Instruction
   University of North Carolina-Charlotte
   Charlotte, NC 28223
   (704)597-4487
6. IMPACT (Number of Students): 80
7. FEDERAL AWARD: $71,397
8. PROJECT DURATION (mos): 24
9. DATE OF IMPLEMENTATION: 10/01/85
10. PURPOSE:

    The CETVE project is designed to develop a model transitional program for secondary level handicapped students, so as to provide them with a work history prior to graduation.

11. TECHNICAL METHODS:

    A. Develop and implement an Employment Task Force.
    B. Provide work experience for a total of 80 handicapped youth.
    C. Place 40 handicapped graduates in competitive employment through job-placement and job coaching.
    D. Implement IEP-like Transition Plans.
    E. Implement parent and community education/awareness programs.
    F. Evaluate and research the effectiveness of the CETVE model.

12. ANTICIPATED OUTCOMES:

    The ultimate objective for CETVE will be to place handicapped students in competitive employment situations.

NORTH CAROLINA

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "Planning and Developing Cooperative Models of Transitional Services for North Carolina's Handicapped Youth"

3. SPONSORING AGENCY: N.C. Dept. of Public Instruction

4. GRANT NUMBER: G008530187

5. CONTACT PERSON:
   Susan Gurganus
   Division of Exceptional Children
   State Department of Public Instruction
   Raleigh, NC 27611
   (919)733-3004

6. IMPACT (Number of Students): 500

7. FEDERAL AWARD: $70,000

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

    To effect statewide improvement in services for secondary handicapped students by assisting local educational and human service agencies to cooperatively plan the transition from school to work and adult services for handicapped youth.

11. TECHNICAL METHODS:

    (1) A "model" service plan will be developed. (2) Workable models of interagency transitional programming/planning will be identified. (3) Publication of the workable models and model plan will be disseminated. (4) Informational and training programs will be conducted. (5) The state level model plan will be replicated by local educational and human service agencies through planning workshops, technical assistance from state leadership and mini-grant awards.

12. ANTICIPATED OUTCOMES:

    Approximately 500 handicapped students, ages 15-21 will have (1) a vocational education program plan jointly developed for them by school and service agencies which emphasizes goals related to work preparation and adult living, (2) receive instruction and transitional services from cooperatively planned interagency programs, and (3) be placed in on-the-job work experiences and/or postschool supported services.

TENNESSEE

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "Collaborative Transition for Handicapped Youth Through Inter-Generational Support Teams"

3. SPONSORING AGENCY: Genesis Learning Centers

4. GRANT NUMBER: G008530178

5. CONTACT PERSON: Terence Adams, M.S.
Executive Director
Genesis Learning Center
2305 Lebanon Rd.
Nashville, TN 37214
(615)889-4391

6. IMPACT (Number of Students): 70

7. FEDERAL AWARD: $69,969

8. PROJECT DURATION (mos): 12

9. DATE OF IMPLEMENTATION: 10/01/85

10. PURPOSE:

The purpose of this proposal is to develop and disseminate a national model for transition of developmentally disabled/handicapped youth, who are exiting school for the first time and entering the adult community with an emphasis on employment and extended job placement.

11. TECHNICAL METHODS:

Transition will be implemented with an inter-generational team of volunteers, retired citizens, community employers, service agencies, and local schools.

12. ANTICIPATED OUTCOMES:

This project will work directly with 20 students the first year as well as involve 25 senior volunteers and 25 businesses and agencies. Written materials will include student and community assessments, training curriculum, community seminars, network and linkage procedures, and supporting data for all program components.

UTAH

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "Utah Transition Planning and Employment Project"

3. SPONSORING AGENCY: Utah Department of Social Services

4. GRANT NUMBER: G008530184

5. CONTACT PERSON:
Susan Behle
P.O. Box 45500
Room 234
Salt Lake City, UT 84145
(801)533-7146

6. IMPACT (Number of Students): 100

7. FEDERAL AWARD: $76,214

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 09/01/85

10. PURPOSE:

The purpose of this project is to facilitate the transition of students with severe handicaps from high school to community-based adult services.

11. TECHNICAL METHODS:

    A. Development of the transition planning system and community-based employment programs; field-test model components in 3 communities in Utah, and replicate the UTPE model in 3 communities.
    B. Evaluate success based on particular criteria.
    C. Development of project advances through journal articles and presentations.

12. ANTICIPATED OUTCOMES:

Major components of the UTPE model include: (1) development of a local and state transition planning system that will allow for the projection of vocational service needs at a local level; (2) preparation for and placement in jobs in the community prior to graduation; and (3) cooperative development of non-profit employment programs, by local high school and DSH Case management, to ensure graduates access to appropriate community-based vocational services.

VIRGINIA

ABSTRACT

1. COMPETITION NUMBER: 85.158C
2. TITLE: "Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth"
3. SPONSORING AGENCY: Crippled Children's Hospital, Inc.
4. GRANT NUMBER: G008530183
5. CONTACT PERSON:
   Geneva Quarles
   Children's Hospital
   2924 Brook Road
   Richmond, VA 23220
   (804)321-7474
6. IMPACT (Number of Students): 25
7. FEDERAL AWARD: $70,000
8. PROJECT DURATION (mos): 24
9. DATE OF IMPLEMENTATION: 10/01/85
10. PURPOSE:

    The purpose of this project is to establish and demonstrate a cooperative model for providing vocationally oriented rehabilitation and education services to youth with severe physical disabilities in the age range of 14 to 22.

11. TECHNICAL METHODS:

    The project will put into place a coordinated system of early intervention; vocational assessment and career exploration; multidiscipline involvement in the implementation of vocationally oriented individualized educational programs; ongoing case management, and technical assistance in areas of curriculum development, programmatic and environmental accommodations, and prescriptive services.

12. ANTICIPATED OUTCOMES:
    A. This project will intervene with 25 physically disabled adolescents.
    B. Each participant will receive a comprehensive career assessment.
    C. Information from the assessments will be incorporated into school programming.

    In short, the project will put into place a coordinated continuum of services which make available to participants, their families, and their educational programs a full array of career directed services and resources.

VIRGINIA

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "Project STEER"

3. SPONSORING AGENCY: VA Dept. for Visually Handicapped

4. GRANT NUMBER: G008530185

5. CONTACT PERSON:
   Mary Kelvin
   397 Azalea Avenue
   Richmond, VA 23227
   (804)264-3140

6. IMPACT (Number of Students): 22

7. FEDERAL AWARD: $66,192

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 06/01/85

10. PURPOSE:

    The goal of this project is to develop cooperative model programs in Virginia that will facilitate effective integration of visually impaired students into vocational education programs and ultimately into competitive employment.

11. TECHNICAL METHODS:

    The purpose will be to hire a statewide coordinator who will be responsible for developing and maintaining the project and for the purchase of specifically designed materials and technical assistance.

12. ANTICIPATED OUTCOMES:

    This pilot project will involve approximately 20 students who will have been provided counseling, technical assistance, in-service training, career development, vocational assessment, rehabilitation engineering, job placement assistance, on-the-job training, and financial support as needed. This model will be applied statewide in programs for the visually impaired.

WASHINGTON

ABSTRACT

1. COMPETITION NUMBER: 85.158C

2. TITLE: "Cooperative Models for Planning and Developing Transitional Services for Mildly Retarded Handicapped Individuals"

3. SPONSORING AGENCY: Organizational Architects, Inc.

4. GRANT NUMBER: G008530285

5. CONTACT PERSON:
Mike Taylor
Organizational Architects, Inc.
100 West 1st
Aberdeen, WA 98520
(206)533-4387

6. IMPACT (Number of Students): 30

7. FEDERAL AWARD: $70,000

8. PROJECT DURATION (mos): 24

9. DATE OF IMPLEMENTATION: 07/01/85

10. PURPOSE:

The purpose of this project is to design and implement a model program which aims to provide transition services from school to work for handicapped youth in rural areas.

11. TECHNICAL METHODS:

Organizational Architects, Inc. will design and implement a cooperative model that links local educational agencies, adult service agencies, and community based organizations, to the community college system and the private sector to promote and meet the post-graduation and employment needs of the handicapped youth as they leave school.

12. ANTICIPATED OUTCOMES:

This model will work with 9 rural school districts to identify 30 students as project participants. Prior to graduation, appropriate referrals will be made, assessments completed, and individual training plans developed.

Institute Advisory Committee

Secondary Transition Intervention Effectiveness Institute
University of Illinois

Donn Brolin, Ph.D.
Department of Educational and
Counseling Psychology
University of Missouri-Columbia

R. Brian Cobb, Ph.D.
Department of Special Education
University of Vermont

Marge Goldberg, *Co-Director*
Pacer Center
Minneapolis, Minnesota

Sally S. Höerr, *President*
National Parent Chain
Peoria, Illinois

Dean Inman, Ph.D.
Director of NERC
Center on Human Development
University of Oregon

Luanna Meyer, Ph.D.
Division of Special Education
and Rehabilitation
Syracuse University

William Schill, Ph.D.
College of Education
University of Washington

Susan S. Suter, *Director*
Illinois Department of
Rehabilitation Services

Edna Szymanski
American Rehabilitation Counseling
Association
Senior Vocational Rehabilitation
Counselor
New York State Office of
Vocational Rehabilitation

Craig Thornton, Ph.D.
Mathematica Policy Research
Princeton, New Jersey

Paul Wehman, Ph.D.
Director
Rehabilitation, Research and
Training Center
Virginia Commonwealth University

TRANSITION
INSTITUTE
AT ILLINOIS